



Australian Government

HLT Health

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HLT Health

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Links

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

Modification History

Release	Comments
6.1	

6.0	
5.1	
5.0	
4.3	
4.2	
4.1	
4.0	
3.1	
3.0	
2.0	
1.3	
1.2	
1.1	
1.0	

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

Modification History

N/A

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

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 10, including:

7 core units

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

All electives chosen must 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
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

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT20113 Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care	HLT21312 Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care	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	Not-Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT20121 Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care	HLT20113 Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care	Non Equivalent. Packaging rules updated. Core and elective lists updated.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT21020 Certificate II in Medical Service First Response

Modification History

N/A

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 or out-of-hospital environment.

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

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

9 units must be completed:

- 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 or from any other current endorsed Training Package or accredited course.

The selection of electives must be relevant to the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Note: Unit marked with * has a prerequisite HLTAID011 Provide First Aid.

Core

CHCDIV001	Work with diverse people
HLTAID011	Provide first aid
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

BSBMED301	Interpret and apply medical terminology appropriately
BSBWOR203	Work effectively with others
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
HLTAID013	Provide first aid in remote or isolated site
HLTAID014	Provide advanced first aid
HLTAID015*	Provide advanced resuscitation and oxygen therapy
HLTOUT007	Transport non-emergency patients under operational conditions
HLTWHS005	Conduct manual tasks safely

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT21020 Certificate II in Medical Service First Response	HLT21015 Certificate II in Medical Service First Response	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT23215 Certificate II in Health Support Services

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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)*
- 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
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

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
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
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

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT23215 Certificate II in Health Support Services	HLT21212 Certificate II in Health Support Services	This version was released in HLT Health Training Package release 3.0 and meets the requirements of the	Not-Equivalent

		2012 Standards for Training Packages. Change in packaging rules. Significant changes to core.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT23221 Certificate II in Health Support Services	HLT23215 Certificate II in Health Support Services	Equivalent. Qualification and Unit Codes updated and specialisation restructured to reflect industry expectations.	Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT26015 Certificate II in Population Health

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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

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

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT26015 Certificate II in Population Health	HLT20912 Certificate II in Population Health	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.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT26120 Certificate II in Indigenous Environmental Health

Modification History

N/A

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 occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

9 units must be completed:

- 3 core units
- 6 elective units, consisting of:
 - at least 5 units from the list below
 - up to 1 unit from the list below, or any current endorsed Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units	
HLTPOP029	Work in a population health context
HLTPOP030	Determine and implement disease prevention and control measures
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
CHCDIV002	Promote Aboriginal and Torres Strait Islander cultural safety
CHCEDU008	Share health information
CHCGRP001	Support group activities
HLTPOP025	Provide basic repairs and maintenance to health hardware and fixtures
HLTPOP026	Monitor and maintain sewage or effluent systems
HLTPOP027	Monitor and maintain water supply
HLTPOP028	Monitor and maintain rubbish collection and disposal systems
HLTPOP031	Provide information and support on environmental health issues
HLTPOP032	Monitor and maintain dog health in the community
HLTPOP033	Identify pest control strategies

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT26120 Certificate II in Indigenous Environmental Health	HLT26115 Certificate II in Indigenous Environmental Health	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Change to packaging rules. Significant changes to core units.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

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

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 17, including:

12 core units

5 elective units, of which:

- at least 3 units must come from the elective unit list below
- up to 2 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcome.

All electives chosen must 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
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
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
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

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT30113 Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care	HLT33212 Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care	Overall - increase from 14 to 17 units Core - decrease from 13 to 12 units Electives - increase from 1 to 5 units Includes new unit HLTAAHW015, first aid and updated WHS unit	Not-Equivalent

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT30121 Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care	HLT30113 Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care	Non Equivalent. Packaging rules updated. Core and elective lists updated.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT31020 Certificate III in Ambulance Communications (Call-taking)

Modification History

N/A

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 occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

10 units must be completed:

- 6 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 or from any other current endorsed Training Package or accredited course.

The selection of electives must be relevant to the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBMED301	Interpret and apply medical terminology appropriately
CHCDIV001	Work with diverse people
HLTOUT002	Receive and respond to requests for ambulance service
HLTOUT010	Communicate in complex situations to support health care

HLTWHS001	Participate in workplace health and safety
HLTWHS006	Manage personal stressors in the work environment

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
HLTAID011	Provide first aid
HLTAID014	Provide advanced first aid
PUAECO004	Operate computer aided dispatch system

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT31020 Certificate III in Ambulance Communications (Call-taking)	HLT31015 Certificate III in Ambulance Communications (Call-taking)		Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT31120 Certificate III in Non-Emergency Patient Transport

Modification History

N/A

Qualification Description

This qualification reflects the role of workers 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 and follow procedures for safe removal of a patient for transport for pre-arranged or booked transport service. Time of response is not given high priority in comparison to emergency transport.

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

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

13 units must be completed:

- 11 core units
- 2 elective units, consisting of:
 - at least 1 unit from the electives listed below
 - up to 1 unit from the electives listed below or from any other current endorsed Training Package or accredited course.

The selection of electives must be relevant to the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Note: Unit marked with * has a prerequisite HLTAID011 Provide First Aid

Core units

BSBMED301	Interpret and apply medical terminology appropriately
CHCDIV001	Work with diverse people
HLTAAP001	Recognise healthy body systems

HLTAID011	Provide first aid
HLTINF001	Comply with infection prevention and control policies and procedures
HLTOUT001	Implement safe access and egress
HLTOUT007	Transport non-emergency patients under operational conditions
HLTOUT010	Communicate in complex situations to support health care
HLTWHS002	Follow safe work practices for direct client care
HLTWHS005	Conduct manual tasks safely
HLTWHS006	Manage personal stressors in the work environment

Elective units

CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCLEG001	Work legally and ethically
HLTAAP002	Confirm physical health status
HLTAID013	Provide first aid in remote or isolated site
HLTAID014	Provide advanced first aid
HLTAID015*	Provide advanced resuscitation and oxygen therapy
HLTOUT004	Assess and deliver basic clinical care
HLTOUT008	Manage a scene

Pre-requisite Requirements

Unit of competency	Prerequisite requirement
HLTAID015 Provide advanced resuscitation and oxygen therapy	HLTAID011 Provide First Aid

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLT31120 Certificate III in Non-Emergency Patient Transport	HLT31115 Certificate III in Non-Emergency Patient Transport	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Significant changes to core units	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT31220 Certificate III in Basic Health Care

Modification History

N/A

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 and 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 occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

11 units must be completed:

- 7 core units
- 4 elective units, consisting of:
 - at least 2 units from the electives listed below
 - up to 1 unit from the electives listed below or from any other current endorsed Training Package or accredited course.

The selection of electives must be relevant to the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Note: Unit marked with* has a prerequisite HLTAID011 Provide First Aid.

Core units

CHCDIV001	Work with diverse people
HLTAAP001	Recognise healthy body systems
HLTAID011	Provide first aid

HLTINF001	Comply with infection prevention and control policies and procedures
HLTOUT010	Communicate in complex situations to support health care
HLTWHS002	Follow safe work practices for direct client care
HLTWHS006	Manage personal stressors in the work environment

Elective units

BSBMED301	Interpret and apply medical terminology appropriately
BSBWOR203	Work effectively with others
CHCCCS020	Respond effectively to behaviours of concern
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCLEG001	Work legally and ethically
HLTAAP002	Confirm physical health status
HLTAID013	Provide first aid in remote or isolated site
HLTAID014	Provide advanced first aid
HLTAID015*	Provide advanced resuscitation and oxygen therapy
HLTHPS001	Take clinical measurements
HLTHPS002	Support health professional in the delivery of care
HLTHPS006	Assist clients with medication
HLTOUT001	Implement safe access and egress
HLTOUT004	Assess and deliver basic clinical care
HLTOUT007	Transport non-emergency patients under operational conditions
HLTOUT008	Manage a scene

Pre-requisite Requirements

Unit of competency	Prerequisite requirement
HLTAID015 Provide advanced resuscitation and oxygen therapy	HLTAID011 Provide First Aid

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT31220 Certificate III in Basic Health Care	HLT31215 Certificate III in Basic Health Care		Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT33015 Certificate III in Allied Health Assistance

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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.

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
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

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT33015 Certificate III in Allied Health Assistance	HLT32412 Certificate III in Allied Health Assistance	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.	Not-Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT33021 Certificate III in Allied Health Assistance	HLT33015 Certificate III in Allied Health Assistance	Non equivalent. Changes to the Packaging Rules to accommodate additional unit, elective units revised and updated codes.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT33115 Certificate III in Health Services Assistance

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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.

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
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
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

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT33115 Certificate III in Health Services Assistance	HLT32512 Certificate III in Health Services Assistance	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).	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT33215 Certificate III in Health Support Services

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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)*
- at least 6 Group B electives must be selected for award of the *Certificate III in Health Support Services (Laundry)*
- HLTFS001 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
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

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

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT33215 Certificate III in Health Support Services	HLT32812 Certificate III in Health Support Services	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. Significant changes to core.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT35021 Certificate III in Dental Assisting

Modification History

N/A

Qualification Description

This qualification reflects the role of workers who assist dental practitioners during oral health care procedures. The role includes maintaining high standards of infection control, assisting with practice administration and supporting quality and professionalism in the dental sector.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

To achieve this qualification, the candidate must have completed at least 350 hours of work as detailed in the Assessment Requirements of the Units of Competency.

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

Licensing/Regulatory Information

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

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

10 units must be completed:

- 8 core units
- 2 elective units from the electives listed below.

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

Core units

Unit code	Unit title
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTDEN015	Prepare for and assist with dental procedures

HLTDEN016	Assist with dental radiography
HLTDEN017	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

Unit code	Unit title
BSBTEC201	Use business software applications
CHCLEG001	Work legally and ethically
HLTAID011	Provide First Aid
HLTCCD003	Use medical terminology in health care
HLTDEN028	Provide effective oral hygiene instruction to patients with an oral health treatment plan
HLTDEN030	Assist the dental practitioner during medical emergencies in a dental setting
HLTDET001	Construct models
HLTDET005	Construct thermoformed bases and appliances
HLTOUT006	Transport emergency patients
HLTSTE003	Sterilise loads

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT35021 Certificate III in Dental Assisting	HLT35015 Certificate III in Dental Assisting	This version was released in HLT Health Training Package Release 6.0	Not-Equivalent

		and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry practices and terminology.	

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT35115 Certificate III in Dental Laboratory Assisting

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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
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

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT35115 Certificate III in Dental Laboratory Assisting	HLT32712 Certificate III in Dental Laboratory Assisting	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.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT36015 Certificate III in Population Health

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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
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
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

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT36015 Certificate III in Population Health	HLT32212 Certificate III in Population Health	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. Significant changes to core units.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT36115 Certificate III in Indigenous Environmental Health

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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
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
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

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT36115 Certificate III in Indigenous Environmental Health	HLT32312 Certificate III in Indigenous Environmental Health	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. Significant changes to core units.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT37015 Certificate III in Sterilisation Services

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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
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

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT37015 Certificate III in Sterilisation Services	HLT31112 Certificate III in Sterilisation Services	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.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT37115 Certificate III in Hospital/Health Services Pharmacy Support

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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
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

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT37115 Certificate III in Hospital/Health Services Pharmacy Support	HLT31412 Certificate III in Hospital-Health Services Pharmacy Support	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 .	Not-Equivalent

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT37121 Certificate III in Hospital or Health Services Pharmacy Support	HLT37115 Certificate III in Hospital/Health Services Pharmacy Support	Non equivalent. Updated Qualification and Unit Codes. Updates to Packaging Rules. Packaging of core and elective units changed. Work placement hours added to meet assessment requirements as stipulated in the units.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT37215 Certificate III in Pathology Collection

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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

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

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT37215 Certificate III in Pathology Collection	HLT32612 Certificate III in Pathology	This version was released in HLT Health Training	Not-Equivalent

		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.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT37525 Certificate III in Pathology	HLT37215 Certificate III in Pathology Collection		Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT37315 Certificate III in Health Administration

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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
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

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLT37315 Certificate III in Health Administration	HLT32912 Certificate III in Health Administration	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.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT37415 Certificate III in Pathology Assistance

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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.

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

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT37415 Certificate III in Pathology Assistance	HLT32612 Certificate III in Pathology	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	Not-Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT37525 Certificate III in Pathology	HLT37415 Certificate III in Pathology Assistance		Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

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

Modification History

N/A

Qualification Description

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

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

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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
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
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
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
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
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
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

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT40113 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care	HLT44007 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health (Community Care)	Overall - increase from 14 to 21 units Core - increase from 9 to 14 units Electives - increase from 5 to 7 units Includes new unit HLTAAHW037 Includes first aid and updated WHS unit Removal of entry requirements	Not-Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT40121 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care	HLT40113 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care	Non Equivalent. Packaging rules updated. Core and elective lists updated.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

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

Modification History

N/A

Qualification Description

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

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

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

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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
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
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
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
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
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

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice	HLT43907 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care (Practice)	Overall - increase from 13 to 21 units Core - increase from 10 to 14 units Electives - increase from 3 to 7 units Includes new unit HLTAAHW037 Includes first aid and updated WHS unit Removal of entry requirements	Not-Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT40221 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice	HLT40213 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice	Non Equivalent. Packaging rules updated. Core and elective lists updated.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT41020 Certificate IV in Ambulance Communications (Dispatch)

Modification History

N/A

Qualification Description

This qualification reflects workers who have responsibility for dispatch and call-taking in an ambulance communication or coordination environment. The qualification applies to people 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 occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

14 units must be completed:

- 9 core units
- 5 elective units, consisting of:
 - at least 3 unit from the electives listed below,
 - up to 2 elective units from the electives listed below or from any other current endorsed Training Package or accredited course.

The selection of electives must be relevant to the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

BSBMED301	Interpret and apply medical terminology appropriately
CHCDIV001	Work with diverse people
HLTOUT002	Receive and respond to requests for ambulance service

HLTOUT003	Assign and coordinate ambulance service resources
HLTOUT010	Communicate in complex situations to support health care
HLTWHS001	Participate in workplace health and safety
HLTWHS006	Manage personal stressors in the work environment
PUAECO003	Operate and control radio networks
PUAECO004	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
HLTAAP001	Recognise healthy body systems
HLTAID011	Provide first aid
HLTAID014	Provide advanced first aid
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS003	Maintain work health and safety
PUAECO002	Process emergency incident calls and enquiries

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT41020 Certificate IV in Ambulance Communications (Dispatch)	HLT41015 Certificate IV in Ambulance Communications (Dispatch)	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for	Not-Equivalent

		Training Packages. Updated superseded unit	

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT41120 Certificate IV in Health Care

Modification History

N/A

Qualification Description

This qualification reflects 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 within the health care system.

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 occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

16 units must be completed:

- 9 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 or from any other current endorsed Training Package or accredited course.

The selection of electives must be relevant to the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

CHCDIV001	Work with diverse people
HLTAAP002	Confirm physical health status
HLTINF001	Comply with infection prevention and control policies and procedures

HLTOUT001	Implement safe access and egress
HLTOUT004	Assess and deliver basic clinical care
HLTOUT008	Manage a scene
HLTOUT010	Communicate in complex situations to support health care
HLTWHS002	Follow safe work practices for direct client care
HLTWHS006	Manage personal stressors in the work environment

Electives

BSBFLM303	Contribute to effective workplace relationships
BSBMED301	Interpret and apply medical terminology appropriately
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCLEG001	Work legally and ethically
HLTHPS008	Provide clinical mentoring in the work environment
HLTOUT006	Transport emergency patients
HLTOUT007	Transport non-emergency patients under operational conditions
HLTWHS005	Conduct manual tasks safely

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT41120 Certificate IV in Health Care	HLT41115 Certificate IV in Health Care		Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT42015 Certificate IV in Massage Therapy

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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.

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
HLTARO001	Develop aromatherapy practice
HLTARO002	Source and prepare aromatherapy products
HLTINFCOV001	Comply with infection prevention and control policies and procedures
HLTREF002	Provide reflexology for relaxation

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT42015 Certificate IV in Massage Therapy	HLT40312 Certificate IV in Massage Therapy Practice	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.	Not-Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT42021 Certificate IV in Massage Therapy	HLT42015 Certificate IV in Massage Therapy	Non Equivalent. Minor changes to packaging rules. Changes to core and elective units.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT43015 Certificate IV in Allied Health Assistance

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 16

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

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

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
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
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

Pre-requisite Requirements

Unit of competency	Prerequisite requirement
SISCAQU008 Instruct water familiarisation, buoyancy and mobility skills	SISCAQU002 Perform water rescues

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLT43015 Certificate IV in Allied Health Assistance	HLT31512 Certificate III in Nutrition and Dietetic Assistance	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.	Not-Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT43015 Certificate IV in Allied Health Assistance	HLT42512 Certificate IV in Allied Health Assistance	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.	Not-Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT43021 Certificate IV in Allied Health Assistance	HLT43015 Certificate IV in Allied Health Assistance	Non equivalent. Core has been updated, Specialisations have been renamed and revised to better reflect industries needs and expectations. Qualification and Unit	Not-Equivalent

		Codes have been updated	

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT45021 Certificate IV in Dental Assisting

Modification History

N/A

Qualification Description

This qualification reflects the role of workers who provide an advanced level of assistance to dental practitioners which contributes to the quality of oral health care.

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

Dental radiography work must only be performed by a person with a radiation user licence granted by the relevant State /Territory regulatory authority under legislation.

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

Licensing/Regulatory Information

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

Entry Requirements

Entry to this qualification is open to individuals who have achieved:

- HLT31812 Certificate III in Dental Assisting or
- HLT35015 Certificate III in Dental Assisting or
- HLT35021 Certificate III in Dental Assisting or
- equivalent.

Packaging Rules

8 Units must be completed:

- 2 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 or any other endorsed Training Package or accredited course.

Any combination of electives that meets the rules above can be selected for the award of the *Certificate IV in Dental Assisting*. Electives may be packaged to provide a Qualification with a specialisation, as outlined below.

Packaging for specialisation:

- All Group A electives must be selected for award of the *Certificate IV in Dental Assisting (Dental Radiography)*.

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

Note: Units marked with an asterisk * include one or more prerequisite units of competency. Refer to unit of competency for prerequisite requirements

Core units

Unit code	Unit title
HLTSTE003	Sterilise loads
HLTWHS003	Maintain work health and safety

Elective units

Group A electives: DENTAL RADIOGRAPHY specialisation (3 units)

Unit code	Unit title
HLTDEN021	Apply the principles of radiation biology and protection in dental practice
HLTDEN022	Prepare to expose a prescribed dental radiographic image
HLTDEN023	Produce a prescribed dental radiographic image

Other Electives

Unit code	Unit title
BSBOPS401	Coordinate business resources
BSBMED301	Interpret and apply medical terminology appropriately
BSBMED401	Manage patient recordkeeping system
CHCCCS014	Provide brief interventions
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCEDU001	Provide community focused health promotion and prevention strategies
HLTCCD003	Use medical terminology in health care
HLTDEN018 *	Implement an individualised oral hygiene program
HLTDEN019 *	Assist in dental procedures during general anaesthesia

HLTDEN020	Assist in dental procedures during conscious sedation
HLTDEN024	Implement an oral hygiene program for older people
HLTDEN025	Implement an oral health promotion program
HLTDEN026	Take an impression for study models
HLTDEN027	Take a clinical photograph
HLTDEN029 *	Assist in dental procedures during relative analgesia
HLTDET001	Construct models
HLTDET002	Construct custom impression trays
HLTDET003	Construct registration rims
HLTDET005	Construct thermoformed bases and appliances
HLTOHC007	Recognise and respond to oral health issues
HLTOHC008	Inform and support patients and groups about oral health
HLTOHC009	Apply and use basic oral health products
HLTOHC011	Apply fluoride varnish
HLTSTE004	Manage sterile stock
SIRXMGT001	Supervise and support frontline team members
TLIP5037	Develop workplace policy and procedures

Pre-requisite Requirements

Unit of competency	Prerequisite requirement
HLTDEN019 Assist in dental procedures during general anaesthesia	HLTDEN001 Prepare for and assist with dental procedures HLTDA303D Prepare for and assist with oral health care procedures HLTDEN015 Prepare for and assist with dental procedures

HLTDEN029 Assist in dental procedures during relative analgesia	HLTDEN001 Prepare for and assist with dental procedures HLTDA303D Prepare for and assist with oral health care procedures HLTDEN015 Prepare for and assist with dental procedures
HLTDEN018 Implement an individualised oral hygiene program	HLTDEN001 Prepare for and assist with dental procedures HLTDA303D Prepare for and assist with oral health care procedures HLTDEN015 Prepare for and assist with dental procedures

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT45021 Certificate IV in Dental Assisting	HLT45015 Certificate IV in Dental Assisting	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry practices and terminology.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT46015 Certificate IV in Population Health

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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
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
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
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

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT46015 Certificate IV in Population Health	HLT42312 Certificate IV in Population Health	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	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT46115 Certificate IV in Indigenous Environmental Health

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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
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
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
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

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT46115 Certificate IV in Indigenous Environmental Health	HLT42412 Certificate IV in Indigenous Environmental Health	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. Significant changes to core units.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT47015 Certificate IV in Sterilisation Services

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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
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

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT47015 Certificate IV in Sterilisation Services	HLT43812 Certificate IV in Sterilisation Services	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.	Not-Equivalent

		Removal of entry requirements.	

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT47115 Certificate IV in Hospital/Health Services Pharmacy Support

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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

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
BSBLDR403	Lead team effectiveness
BSBMGT403	Implement continuous improvement
TAEASS402B	Assess competence

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT47115 Certificate IV in Hospital/Health Services Pharmacy Support	HLT40512 Certificate IV in Hospital-Health Services Pharmacy Support	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.	Not-Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT47121 Certificate IV in Hospital or Health Services Pharmacy Support	HLT47115 Certificate IV in Hospital/Health Services Pharmacy Support	Non Equivalent. Updated Unit Codes. Updates to Packaging Rules. Packaging of core and elective units changed. Elective specialisations updated. Entry Requirements updated. Work placement hours added to meet assessment requirements as stipulated in the units.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT47315 Certificate IV in Health Administration

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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
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
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
BSBWKR411	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

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT47315 Certificate IV in Health Administration	HLT43212 Certificate IV in Health Administration	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.	Not-Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT47321 Certificate IV in Health Administration	HLT47315 Certificate IV in Health Administration	Non Equivalent. Packaging Rules, core units and elective units changed to reflect	Not-Equivalent

		updated job role requirements. Qualification and Unit Codes updated.	

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT47415 Certificate IV in Audiometry

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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
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

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLT47415 Certificate IV in Audiometry	HLT41312 Certificate IV in Audiometric Assessment	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.	Not-Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT47425 Certificate IV in Audiometry	HLT47415 Certificate IV in Audiometry		Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT47515 Certificate IV in Operating Theatre Technical Support

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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
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

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLT47515 Certificate IV in Operating Theatre Technical Support	HLT42012 Certificate IV in Operating Theatre Technical Support	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.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT47715 Certificate IV in Medical Practice Assisting

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

Total number of units = 23

- 19 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
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

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

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT47715 Certificate IV in Medical Practice Assisting	HLT43312 Certificate IV in Medical Practice Assisting	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.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT47815 Certificate IV in Optical Dispensing

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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

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
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

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT47815 Certificate IV in Optical Dispensing	HLT43512 Certificate IV in Optical Dispensing	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.	Not-Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT47825 Certificate IV in Optical Dispensing	HLT47815 Certificate IV in Optical Dispensing		Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

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

Modification History

N/A

Qualification Description

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

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

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

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

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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
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
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
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
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
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
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
TAEDEL402A	Plan, organise and facilitate learning in the workplace

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT50113 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care	HLT52207 Diploma of Aboriginal and/or Torres Strait Islander Primary Health (Community Care)	Overall - increase from 15 to 30 units Core - increase from 7 to 20 units Electives - increase from 8 to 10 units Includes new unit HLTAAHW037 Includes first aid and updated WHS unit Removal of entry requirements	Not-Equivalent

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT50221 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management	HLT50113 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care	Non Equivalent. Packaging rules updated. Core and elective lists updated.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

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

Modification History

N/A

Qualification Description

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

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

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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 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
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
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
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
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
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
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
TAEDEL401A	Plan, organise and deliver group-based learning
TAEDEL402A	Plan, organise and facilitate learning in the workplace

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT50121 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice	HLT50213 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice	Non Equivalent. Packaging rules updated. Core and elective lists updated.	Not-Equivalent

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT50213 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice	HLT52107 Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care (Practice)	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	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT50321 Diploma of Clinical Coding

Modification History

N/A

Qualification Description

This qualification reflects the role of entry level clinical coders who use a range of skills and knowledge to analyse clinical documentation using a standardised classification system for assigning codes to represent care provided to patients in the health care system.

Clinical coders work in the health care system and the health data they produce is used to meet national and jurisdictional reporting requirements, assist in health service planning, monitor patient safety, assist in research, and to underpin information for the hospital funding models. Entry level clinical coders are responsible for the coding of moderately complex medical records.

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

The volume of learning of a Diploma is typically 1 - 2 years.

Licensing/Regulatory Information

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

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

8 units must be completed:

- 8 core units.

Note: Units marked with an asterisk * include one or more prerequisite units of competency. Refer to unit of competency for prerequisite requirements.

Core Units

Unit code	Unit title
HLTCCD001	Apply an understanding of the health care system to clinical coding practice
HLTCCD002 *	Interpret and navigate health care records

HLTCCD003	Use medical terminology in health care
HLTCCD004	Interpret clinical documentation using knowledge of anatomy and physiology
HLTCCD005 *	Abstract information for clinical coding
HLTCCD006 *	Undertake basic clinical coding
HLTCCD007 *	Undertake moderately complex clinical coding
HLTWHS001	Participate in workplace health and safety

Pre-requisite Requirements

Unit of competency	Prerequisite requirement
HLTCCD005 Abstract information for clinical coding	HLTCCD004 Interpret clinical documentation using knowledge of anatomy and physiology HLTCCD003 Use medical terminology in health care HLTCCD002 Interpret and navigate health care records
HLTCCD002 Interpret and navigate health care records	HLTCCD001 Apply an understanding of the health care system to clinical coding practice
HLTCCD007 Undertake moderately complex clinical coding	HLTCCD006 Produce coded clinical data
HLTCCD006 Undertake basic clinical coding	HLTCCD005 Abstract information for clinical coding

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT50321 Diploma of Clinical Coding		This qualification has been created to address a requirement by	Newly created

		industry that is not covered by an existing qualification.	

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT51020 Diploma of Emergency Health Care

Modification History

N/A

Qualification Description

This qualification reflects pre-hospital and out-of-hospital workers employed 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 within the health care and patient transport system.

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 occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

Packaging Rules

17 units must be completed:

- 9 core units
- 8 elective units, consisting of:
 - at least 4 units from the electives listed below,
 - up to 4 units from the electives listed below or from any other current endorsed Training Package or accredited course.

The selection of electives must be relevant to the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

CHCDIV001	Work with diverse people
CHCLEG001	Work legally and ethically

HLTAAP002	Confirm physical health status
HLTINF001	Comply with infection prevention and control policies and procedures
HLTOUT001	Implement safe access and egress
HLTOUT005	Assess and deliver standard clinical care
HLTOUT010	Communicate in complex situations to support health
HLTWHS002	Follow safe work practices for direct client care
HLTWHS006	Manage personal stressors in the work environment

Elective units

BSBFLM303	Contribute to effective workplace relationships
BSBMED301	Interpret and apply medical terminology appropriately
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
HLTHPS008	Provide clinical mentoring in the work environment
HLTOUT006	Transport emergency patients
HLTOUT007	Transport non-emergency patients under operational conditions
HLTOUT008	Manage a scene
HLTOUT009	Manage the scene of a major incident
HLTWHS005	Conduct manual tasks safely

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLT51020 Diploma of Emergency Health Care	HLT51015 Diploma of Paramedical Science	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Updated superseded unit	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT52015 Diploma of Remedial Massage

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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

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

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
HLTINFCOV001	Comply with infection prevention and control policies and procedures
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

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT52015 Diploma of Remedial Massage	HLT50307 Diploma of Remedial Massage	This version was released in HLT Health Training	Not-Equivalent

		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.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT52021 Diploma of Remedial Massage	HLT52015 Diploma of Remedial Massage	Non Equivalent. Changes to packaging rules. Changes to core and elective units.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT52115 Diploma of Traditional Chinese Medicine (TCM) Remedial Massage

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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
 - 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
HLTTTCM001	Develop Traditional Chinese Medicine (TCM) remedial massage practice
HLTTTCM002	Perform Traditional Chinese Medicine (TCM) remedial massage health assessments
HLTTTCM003	Provide Traditional Chinese Medicine (TCM) remedial massage treatments
HLTTTCM004	Adapt Traditional Chinese Medicine (TCM) remedial massage practice to meet specific needs
HLTTTCM005	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
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
HLTINFCOV001	Comply with infection prevention and control policies and procedures
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

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT52115 Diploma of Traditional Chinese Medicine (TCM) Remedial Massage	HLT50112 Diploma of Traditional Chinese Medicine Remedial Massage (An Mo Tui Na)	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.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT52215 Diploma of Shiatsu and Oriental Therapies

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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

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

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
HLTINFCOV001	Comply with infection prevention and control policies and procedures

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT52215 Diploma of Shiatsu and Oriental Therapies	HLT50212 Diploma of Shiatsu and Oriental Therapies	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.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT52315 Diploma of Clinical Aromatherapy

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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

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

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
HLTINFCOV001	Comply with infection prevention and control policies and procedures
HLTMSG001	Develop massage practice
HLTMSG002	Assess client massage needs
HLTMSG004	Provide massage treatments

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT52315 Diploma of Clinical Aromatherapy	HLT51407 Diploma of Aromatherapy	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.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT52415 Diploma of Kinesiology

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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

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
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
HLTINFCOV001	Comply with infection prevention and control policies and procedures
SIRXRPK001A	Recommend health and nutritional products

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT52415 Diploma of Kinesiology	HLT51507 Diploma of Kinesiology	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.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT52515 Diploma of Reflexology

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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.

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
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
HLTINFCOV001	Comply with infection prevention and control policies and procedures
HLTMSG001	Develop massage practice
HLTMSG002	Assess client massage needs
HLTMSG004	Provide massage treatments
HLTSHU001	Work within a framework of traditional oriental medicine

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT52515 Diploma of Reflexology	HLT51712 Diploma of Reflexology	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.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT52615 Diploma of Ayurvedic Lifestyle Consultation

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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.

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
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
HLTINFCOV001	Comply with infection prevention and control policies and procedures
HLTMSG001	Develop massage practice

HLTMSG002	Assess client massage needs
HLTMSG004	Provide massage treatments

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT52615 Diploma of Ayurvedic Lifestyle Consultation	HLT41212 Certificate IV in Ayurvedic Lifestyle Consultation	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.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT54121 Diploma of Nursing

Modification History

N/A

Qualification Description

This qualification reflects the role of an enrolled nurse working under the direct or indirect supervision of a registered nurse.

Enrolled nurses provide nursing care for people across the health care continuum and at all stages of life.

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, individuals 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. To confirm the education provider holds the necessary accreditation check the Australian Health Practitioner Regulation Agency (AHPRA) at www.ahpra.gov.au.

The scope of practice for enrolled nurses is determined by legislative requirements and the policies and procedures of the employing organisation.

This qualification may contribute to the Nursing and Midwifery Board of Australia's (NMBA) registration requirements to practice as an enrolled nurse.

Licensing/Regulatory Information

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

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

25 units must be completed:

- 20 core units
- 5 elective units, consisting of:
 - 3 units from the list below
 - 2 units from the list below, elsewhere in the HLT Health Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core Units

Unit code	Unit title
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
HLTENN035	Practise nursing within the Australian health care system
HLTENN036	Apply communication skills in nursing practice
HLTENN037	Perform clinical assessment and contribute to planning nursing care
HLTENN038	Implement, monitor and evaluate nursing care
HLTENN039	Apply principles of wound management
HLTENN040	Administer and monitor medicines and intravenous therapy
HLTENN041	Apply legal and ethical parameters to nursing practice
HLTENN042	Implement and monitor care for a person with mental health conditions
HLTENN043	Implement and monitor care for a person with acute health conditions
HLTENN044	Implement and monitor care for a person with chronic health conditions
HLTENN045	Implement and monitor care of the older person
HLTENN047	Apply nursing practice in the primary health care setting
HLTENN068	Provide end of life care and a palliative approach in nursing practice
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS002	Follow safe work practices for direct client care

Elective Units

Unit code	Unit title
BSBLDR414	Lead team effectiveness

BSBPEF402	Develop personal work priorities
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
HLTAID011	Provide First Aid
HLTAID014	Provide Advanced First Aid
HLTENN046	Contribute to maternal and infant health care
HLTENN057	Contribute to nursing care of a person with diabetes
HLTENN060	Apply nursing practice in the paediatric care setting
HLTINF003	Implement and monitor infection prevention and control policies and procedures
HLTOHC007	Recognise and respond to oral health issues
HLTOHC008	Inform and support patients and groups about oral health
HLTOHC009	Apply and use basic oral health products
HLTWHS003	Maintain work health and safety
HLTWHS006	Manage personal stressors in the work environment
TAEDEL402	Plan, organise and facilitate learning in the workplace

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT54121 Diploma of Nursing	HLT54115 Diploma of Nursing	This version was released in HLT	Not-Equivalent

		Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry practices and terminology.	

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT55118 Diploma of Dental Technology

Modification History

N/A

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 groups, under the prescription of dentists, dental prosthetists or dental specialists.

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

Licensing/Regulatory Information

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

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

25 units must be completed:

- 21 core units
- 4 elective units:
 - 3 units from the electives listed below
 - 1 unit from the list below; any endorsed Training Package or accredited course. Selected 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

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 removable alloy 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

HLTDET01 6	Design digital dental restorations and appliances using computer-aided design (CAD)
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS0 03	Maintain work health and safety
Elective units	
CHCCOM0 02	Use communication to build relationships
CHCDIV00 2	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCDIV00 3	Manage and promote diversity
CHCPRP00 5	Engage with health professionals and the health system
HLTAID00 6	Provide advanced first aid
HLTDET01 7	Construct dental restorations and appliances using computer-aided manufacturing (CAM)
HLTINF002	Process reusable devices and equipment
BSBADM3 11	Maintain business resources
BSBADM4 09	Coordinate business resources
BSBCUS30 1	Deliver and monitor a service to customers
BSBCUS40 3	Implement customer service standards
BSBFIA402	Report on financial activity
BSBLDR40 3	Lead team effectiveness
BSBMGT4 02	Implement operational plan

BSBPMG52 2	Undertake project work
BSBRKG40 3	Set up a business or records system for a small business
BSBWOR2 04	Use business technology

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT55118 Diploma of Dental Technology	HLT55115 Diploma of Dental Technology	Not equivalent. Inclusion of additional core unit: HLTDET016 Design digital dental restorations using computer-aided design	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT57415 Diploma of Audiometry

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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
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
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

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT57415 Diploma of Audiometry	HLT51307 Diploma of Hearing Device Prescription and Evaluation	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.	Not-Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT57425 Diploma of Audiometry	HLT57415 Diploma of Audiometry		Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT57715 Diploma of Practice Management

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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 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
BSBRISK501	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
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

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT57715 Diploma of Practice Management	HLT52012 Diploma of Practice Management	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.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=cad1390f-48d9-4ab0-bd50-b015e5485705>.

HLT57915 Diploma of Anaesthetic Technology

Modification History

N/A

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>

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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.

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 ^ HLTAID009	Provide cardiopulmonary resuscitation 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
BSBMGT402	Implement operational plan
BSBMGT406	Plan and monitor continuous improvement
BSBRES401	Analyse and present research information
TAEDEL404A	Mentor in the workplace

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT57915 Diploma of Anaesthetic Technology	HLT50612 Diploma of Paramedical Science (Anaesthesia)	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.	Not-Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT57921 Diploma of Anaesthetic Technology and Practice	HLT57915 Diploma of Anaesthetic Technology	Non-equivalent. Updated to address the skills and knowledge required to deliver support services to anaesthetists. Packaging of core Units changed. Electives removed and updated Unit codes.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

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

Modification History

N/A

Qualification Description

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

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

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

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

and

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

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

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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
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

HLTAHW02 5	Provide information and strategies in health care
HLTAHW03 2	Supervise individual workers
HLTAHW03 3	Maintain community health profile
HLTAHW03 4	Provide healthy lifestyle programs and advice
HLTAHW04 3	Facilitate access to tertiary health services
HLTAHW05 0	Develop a healing framework for social and emotional wellbeing work
HLTAHW05 1	Respond to loss, grief and trauma
HLTAHW06 1	Engage in community health research
HLTAHW06 2	Supervise health care team
HLTAHW06 3	Implement office systems
HLTAHW06 4	Manage budgets
HLTAHW07 2	Provide guidance in social and emotional wellbeing
HLTAHW07 3	Practice social and emotional wellbeing in a clinical setting
HLTAHW07 4	Provide closure on healing processes
HLTAHW07 5	Manage community health projects
HLTAHW07 6	Plan for community emergencies

HLTAHW07 7	Provide supervision for social and emotional wellbeing workers
HLTAHW07 8	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
HLTWHS003	Maintain work health and safety
AHCCCF402 A	Report on project
BSBADM409	Coordinate business resources
BSBADM502	Manage meetings
BSBATSIM4 14	Oversee the organisation's annual budget
BSBATSIM4 16	Oversee organisational planning
BSBATSIM4 18	Oversee financial management
BSBATSIM4 19	Contribute to the development and implementation of organisational policies
BSBATSIM4 20	Oversee asset management
BSBATSIM4 21	Support a positive and culturally appropriate workplace culture
BSBATSIM5 05	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
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
BSBRISK501	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

TAEDEL301 A	Provide work skill instruction
TAEDEL402 A	Plan, organise and facilitate learning in the workplace
TAEDEL404 A	Mentor in the workplace

Pre-requisite Requirements

There are no prerequisites requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT60113 Advanced Diploma of Aboriginal and/or Torres Strait Islander Health Care	HLT61307 Advanced Diploma of Aboriginal and/or Torres Strait Islander Primary Health (Community Care)	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	Not-Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT60121 Advanced Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Management	HLT60113 Advanced Diploma of Aboriginal and/or Torres Strait Islander Health Care	Non Equivalent. Packaging rules updated. Core and elective lists updated.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT62615 Advanced Diploma of Ayurveda

Modification History

N/A

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.

Licensing/Regulatory Information

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

Entry Requirements

This qualification has no entry requirements.

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

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

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
HLTINFCOV001	Comply with infection prevention and control policies and procedures
HLTMSG001	Develop massage practice
HLTMSG002	Assess client massage needs
HLTMSG004	Provide massage treatments

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT62615 Advanced Diploma of Ayurveda	HLT60712 Advanced Diploma of Ayurveda	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.	Not-Equivalent

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT64121 Advanced Diploma of Nursing

Modification History

N/A

Qualification Description

This qualification reflects the role of enrolled nurses with advanced skills who work in a specialised area of nursing practice under the direct or indirect supervision of a registered nurse.

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 for all delegated functions.

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, individuals 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. To confirm the education provider holds the necessary accreditation check the Australian Health Practitioner Regulation Agency (AHPRA) at www.ahpra.gov.au.

The scope of practice for enrolled nurses is determined by legislative requirements and the policies and procedures of the employing organisation.

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

Licensing/Regulatory Information

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

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 (NMBA) www.nursingmidwiferyboard.gov.au

Packaging Rules

10 units must be completed:

- 3 core units

- 7 elective units, consisting of:
 - units required for 1 specialisation as detailed below.
 - remaining units from the electives listed below, elsewhere in the HLT Health Training Package, or any current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Packaging for each specialisation:

- 5 Group A electives, including HLTENN040, HLTENN055 and HLTENN056, 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 HLTENN063, 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 HLTENN040, HLTENN048 and HLTENN064, must be selected for award of the Advanced Diploma of Nursing (Rural and remote).
- 5 Group H electives, including CHCCSM002, CHCDIS003, and HLTENN047, must be selected for award of the Advanced Diploma of Nursing (Community and primary health care).

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

Note: Unit marked with an asterisk * includes prerequisite units of competency. Refer to unit of competency for prerequisite requirements.

Core units

Unit code	Unit title
HLTENN052	Provide advanced clinical assessment
HLTENN065	Research and report on nursing trends and practice
HLTENN066	Contribute to quality improvement for advancement of clinical practice

Elective units

Group A electives – ACUTE CARE specialisation

Unit code	Unit title

HLTENN040	Administer and monitor medicines and intravenous therapy
HLTENN049	Apply nursing practice in the orthopaedic care setting
HLTENN050	Apply nursing practice in the rehabilitation care setting
HLTENN055	Apply nursing practice in the respiratory care setting
HLTENN056	Apply nursing practice in the cardiovascular care setting
HLTENN057	Contribute to the nursing care of a person with diabetes
HLTENN060	Apply nursing practice in the paediatric care setting
HLTENN067	Apply, implement, and monitor nursing care in a contemporary paediatric setting
HLTENN068	Provide end-of-life care and a palliative approach in nursing practice

Group B electives – AGED CARE AND INDIVIDUAL SUPPORT specialisation

Unit code	Unit title
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
HLTENN061	Apply nursing practice in contemporary aged care settings

Group C electives – CRITICAL CARE specialisation

Unit code	Unit title
HLTENN040	Administer and monitor medicines and intravenous therapy
HLTENN048	Apply nursing practice in the emergency care setting
HLTENN053	Apply nursing practice in the critical care setting
HLTENN055	Apply nursing practice in the respiratory care setting
HLTENN056	Apply nursing practice in the cardiovascular care setting

Group D electives – MENTAL HEALTH specialisation

Unit code	Unit title

CHCCCS003	Increase the safety of individuals at risk of suicide
CHCCCS019	Recognise and respond to crisis situations
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
HLTENN063	Apply nursing practice in the contemporary mental health care settings

Group E electives – PERIOPERATIVE specialisation

Unit code	Unit title
HLTENN040	Administer and monitor medicines and intravenous therapy
HLTENN055	Apply nursing practice in the respiratory care setting
HLTENN056	Apply nursing practice in the cardiovascular care setting
HLTENN058	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

Unit code	Unit title
CHCCSM002	Implement case management practice
HLTENN040	Administer and monitor medicines and intravenous therapy
HLTINF003	Implement and monitor infection prevention and control policy and procedures
HLTRNL003	Contribute to the nursing care of a person with renal impairment
HLTRNL004	Apply renal replacement therapy

Group G electives – RURAL AND REMOTE specialisation

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

HLTENN040	Administer and monitor medicines and intravenous therapy
HLTENN046	Contribute to maternal and infant health care
HLTENN047	Apply nursing practice in the primary health care setting
HLTENN048	Apply nursing practice in the emergency care setting
HLTENN064	Apply nursing practice in the rural and remote setting

Group H electives – COMMUNITY AND PRIMARY HEALTH CARE specialisation

Unit code	Unit title
CHCCSM002	Implement case management practice
CHCDIS003	Support community participation and social inclusion
CHCMHS005	Provide services to people with co-existing mental health and alcohol and other drugs issues
HLTENN039	Apply principles of wound management
HLTENN040	Administer and monitor medicines and intravenous therapy
HLTENN047	Apply nursing practice in the primary health care setting
HLTENN068	Provide end of life care and a palliative approach in nursing practice

Other electives

Unit code	Unit title
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
CHCCSM005	Develop, facilitate and review all aspects of case management
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
HLTAID011	Provide First Aid
HLTAID013	Provide first aid in remote or isolated site
HLTAID015 *	Provide advanced resuscitation and oxygen therapy
HLTENN051	Apply nursing practice in sexual and reproductive health care
HLTENN054	Contribute to the registration, eligibility and assessment of donors
HLTENN059	Apply nursing practice in the hyperbaric environment
HLTENN062	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

Pre-requisite Requirements

Unit of competency	Prerequisite requirement
HLTAID015 Provide advanced resuscitation and oxygen therapy	HLTAID011 Provide First Aid

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT64121 Advanced Diploma of Nursing	HLT64115 Advanced Diploma of Nursing	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages.	Not-Equivalent

		Updated to reflect current industry practices and terminology.	

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLT65015 Advanced Diploma of Dental Prosthetics

Modification History

N/A

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

Licensing/Regulatory Information

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

Entry Requirements

To gain entry into HLT65015 Advanced Diploma of Dental Prosthetics a candidate must hold the HLT55115 Diploma of Dental Technology or the HLT55118 Diploma of Dental Technology.

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.

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

Pre-requisite Requirements

There are no prerequisite requirements for this qualification.

Qualification Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLT65015 Advanced Diploma of Dental Prosthetics	HLT60412 Advanced Diploma of Dental Prosthetics	This version was released in HLT Health Training Package release 3.0 and meets the	Not-Equivalent

		requirements of the 2012 Standards for Training Packages. Change to packaging rules. Minimum work requirement of 240 hours. Entry Requirement.	

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00027 Occupational First Aid Skill Set

Modification History

N/A

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.

Units

HLTAID006 Provide advanced first aid

^ HLTAID014 Provide Advanced First Aid (must be delivered from 1 July 2022)

HLTAID007 Provide advanced resuscitation

^ HLTAID015 Provide advanced resuscitation and oxygen therapy (must be delivered from 1 July 2022)

HLTAID008 Manage first aid services and facilities

^ HLTAID016 Manage first aid services and resources (must be delivered from 1 July 2022)

Pathways Information

These units may provide credit towards a range of qualifications at Certificate IV and Diploma levels.

Licensing/Regulatory Information

Specific licensing requirements relating to this competency, including requirements for refresher training, should be obtained from the relevant State/Territory Work Health and Safety Regulatory Authority.

Skill Set Requirements

Code	Title
HLTAID006	Provide advanced first aid
HLTAID007	Provide advanced resuscitation
HLTAID008	Manage first aid services and resources

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

This skill set meets industry requirements to perform the role and responsibilities required of an Occupational First Aider.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00028 Renal Care Skill Set for Aboriginal and/or Torres Strait Islander Primary Health Care Practice

Modification History

N/A

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.

Licensing/Regulatory Information

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

Skill Set Requirements

Code	Title
HLTAHW020	Administer medications
HLTAHW071	Manage medicines in Aboriginal and/or Torres Strait Islander primary health care
HLTRNL001	Support a person with chronic kidney disease
HLTRNL002	Provide care and support to a person undergoing renal replacement therapy

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
HLTSS00023 Renal care skill set - Aboriginal and/or Torres Strait Islander primary health care (practice) pathway	Not equivalent

Suggested 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.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00029 Ear and Hearing Health Skills Set for Aboriginal and/or Torres Strait Islander Primary Health Care

Modification History

N/A

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.

Licensing/Regulatory Information

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

Skill Set Requirements

Code	Title
HLTAHW025	Provide information and strategies in health care
HLTAUD002	Conduct play audiometry
HLTAUD003	Assess and respond to occupational noise risk

Pre-requisite Requirements

There are no prerequisite requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

This skill set meets industry requirements for work in ear and hearing health.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00030 Aboriginal and/or Torres Strait Islander Maternal and Infant Care Skill Set

Modification History

N/A

Description

This skill set provides a set of skills for work in maternal and infant care.

Units

HLTAHW027 Provide information and strategies in sexual health for women

HLTAHW029 Provide information and strategies in maternal and infant health

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

HLTAHW034 Provide healthy lifestyle programs and advice

Pathways Information

These units may provide credit towards Aboriginal and/or Torres Strait Islander Primary Health Care qualifications higher than the Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care.

Licensing/Regulatory Information

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

Skill Set Requirements

Code	Title
HLTAHW027	Provide information and strategies in sexual health for women
HLTAHW029	Provide information and strategies in maternal and infant health
HLTAHW031	Provide information/strategies to enhance capacities of Aboriginal/Torres Strait Islander families

HLTAHW034	Provide healthy lifestyle programs and advice

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

This skill set meets industry requirements for work in maternal and infant care.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00031 Aboriginal and/or Torres Strait Islander Maternal and Infant Care Skill Set - Clinical

Modification History

N/A

Description

This skill set provides a set of skills for Aboriginal and/or Torres Strait Islander Health Workers to specialise in the provision of clinical maternal and infant care.

Units

HLTAHW027 Provide information and strategies in sexual health for women

HLTAHW029 Provide information and strategies in maternal and infant health

HLTAHW057 Provide antenatal health care

HLTAHW058 Prepare for and support childbirth

HLTAHW059 Provide postnatal and infant health care

Pathways Information

These units may provide credit towards the Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice or the Advanced Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care.

Licensing/Regulatory Information

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

Skill Set Requirements

Code	Title
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

Pre-requisite Requirements

There are no prerequisite requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

This skill set meets industry requirements for work in maternal and infant care.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00032 Aboriginal and/or Torres Strait Islander Healthy Children Skill Set

Modification History

N/A

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.

Licensing/Regulatory Information

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

Skill Set Requirements

Code	Title
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

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested 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.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00033 Aboriginal and/or Torres Strait Islander Family Health Skill Set

Modification History

N/A

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

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

Code	Title
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

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

This skill set meets industry requirements for work with Aboriginal and/or Torres Strait Islander families

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00034 Aboriginal and/or Torres Strait Islander Youth Health Skill Set

Modification History

N/A

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.

Licensing/Regulatory Information

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

Skill Set Requirements

Code	Title
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

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

This skill set meets industry requirements for work with Aboriginal and/or Torres Strait Islander youth.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00035 Chronic Condition Self-management for Aboriginal and/or Torres Strait Islander Clients Skill Set

Modification History

N/A

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.

Licensing/Regulatory Information

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

Skill Set Requirements

Code	Title
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

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

This skill set meets industry requirements for work with clients to self-manage chronic conditions.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00036 Aboriginal and/or Torres Strait Islander Eye Health Coordinator Skill Set

Modification History

N/A

Description

This skill set provides a set for skills for Aboriginal and/or Torres Strait Islander Health Workers to specialise in the provision of eye care.

Units

HLTAHW030 Provide information and strategies in eye health

HLTAHW043 Facilitate access to tertiary health services

HLTAHW062 Supervise health care team

Pathways Information

These units may provide credit towards Aboriginal and/or Torres Strait Islander Primary Health Care qualifications higher than the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care.

Licensing/Regulatory Information

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

Skill Set Requirements

Code	Title
HLTAHW030	Provide information and strategies in eye health
HLTAHW043	Facilitate access to tertiary health services
HLTAHW062	Supervise health care team

Pre-requisite Requirements

There are no prerequisite requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

This skill set meets industry requirements for work in eye care

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00037 Advanced Practice for Aboriginal and/or Torres Strait Islander Health Workers Skill Set

Modification History

N/A

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

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

Code	Title
HLTAHW020	Administer medications
HLTAHW046	Apply advanced skills in primary health care
HLTAHW066	Manage the delivery of Aboriginal and/or Torres Strait Islander primary health care
HLTAHW071	Manage medicines in Aboriginal and/or Torres Strait Islander primary health care

HLTINF004	Manage the prevention and control of infection

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested 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.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00038 Aboriginal and/or Torres Strait Islander Disability Care Skill Set

Modification History

N/A

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.

Licensing/Regulatory Information

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

Skill Set Requirements

Code	Title
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

Pre-requisite Requirements

There are no prerequisite requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

This skill set meets industry requirements for disability care services for Aboriginal and/or Torres Strait Islander clients.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00039 Aboriginal and/or Torres Strait Islander Aged Care Skill Set

Modification History

N/A

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.

Licensing/Regulatory Information

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

Skill Set Requirements

Code	Title
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

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

This skill set meets industry requirements for aged care services for Aboriginal and/or Torres Strait Islander clients.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00040 Smoking Cessation Skill Set

Modification History

N/A

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

Licensing/Regulatory Information

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

Skill Set Requirements

Code	Title
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

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

This skill set meets industry requirements for smoking cessation strategies.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00041 Aboriginal and/or Torres Strait Islander Sexual Health Skill Set

Modification History

N/A

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

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

Code	Title
CHCCCS014	Provide brief interventions
CHCCDE004	Implement participation and engagement strategies
CHCPOL003	Research and apply evidence to practice

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
HLTPAT004	Collect pathology specimens other than blood

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested 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.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00042 Aboriginal and/or Torres Strait Islander Men's Health Skill Set

Modification History

N/A

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

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

Code	Title
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

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested 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.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00043 Telehealth Administration skill set

Modification History

N/A

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.

Skill Set Requirements

Code	Title
CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
HLTADM001	Administer and coordinate Telehealth services
HLTADM002	Manage Telehealth technology

Pre-requisite Requirements

There are no prerequisite requirements for this skillset.

Target Group

This skill set is for individuals who coordinate and support the provision of Telehealth services in health or community services organisations.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies meet industry requirements for Telehealth administration.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00044 Nutrition Support Skill Set for Aboriginal an/or Torres Strait Islander Communities

Modification History

N/A

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

Code	Title
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

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
HLTSS00015 Nutrition support skill set - for Aboriginal and/or Torres Strait Islander communities	Not equivalent

Suggested Words for Statement of Attainment

This skill set meets industry requirements for providing nutrition support in Aboriginal and/or Torres Strait Islander communities.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00045 Aboriginal and/or Torres Strait Islander Community Nutrition and Food Security

Modification History

N/A

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.

Skill Set Requirements

Code	Title
CHCCDE002	Develop and implement community programs
CHCCDE003	Work within a community development framework
CHCEDU008	Share health information
HLTAHW021	Provide nutrition guidance for specific health care

HLTAHW053	Address impact of food security on community health

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

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.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00046 Aromatic Therapies Skill Set

Modification History

N/A

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

Code	Title
CHCPOL003	Research and apply evidence to practice
HLTARO008	Prepare and dispense aromatic formulations
HLTARO009	Select and advise on aromatic therapies

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for workers with existing experience or qualifications in Clinical Aromatherapy seeking to broaden and deepen their specialised skills.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from the HLT Health Training Package meet industry requirements for working with specialised aromatic therapies.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00047 Audiometry Skill Set

Modification History

N/A

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

Code	Title
HLTAUD001	Assess hearing
HLTAUD002	Conduct play audiometry
HLTAUD003	Assess and respond to occupational noise risk

Pre-requisite Requirements

There are no prerequisite requirements for this skillset.

Target Group

This skill set is for healthcare workers in direct client care roles seeking to broaden their skills to include hearing assessment.

Skill Set Mapping Information

Previous Code and Title	Equivalence
HLTSS00008 Audiometry skill set	Not equivalent
Previous Code and Title	Equivalence
HLTSS00047 Audiometry Skill Set	Not equivalent

Suggested Words for Statement of Attainment

These competencies from the HLT Health Training Package meet industry requirements for the hearing assessments.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00050 Oral Health Care Skill Set for Aboriginal and/or Torres Strait Islander Health Workers

Modification History

N/A

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.

Licensing/Regulatory Information

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

Skill Set Requirements

Code	Title
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

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

Aboriginal and/or Torres Strait Islander Health Workers

Skill Set Mapping Information

Previous Code and Title	Equivalence
HLTSS00026 Oral Health Care Skill Set for Aboriginal and/or Torres Strait Islander Health Workers	Not equivalent

Suggested Words for Statement of Attainment

This skill set meets industry requirements for work in oral health care

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00051 Allied Health Assistance - Community Rehabilitation Skill Set

Modification History

N/A

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

Code	Title
HLTAHA004	Support client independence and community participation
HLTAHA024	Work within a community rehabilitation environment

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
HLTSS00001 Allied health assistance - community rehabilitation skill set	Not equivalent
Previous Code and Title	Equivalence
HLTSS00051 Allied Health Assistance - Community Rehabilitation Skill Set	Not equivalent

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.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00052 Allied Health Assistance - Nutrition and Dietetics Skill Set

Modification History

N/A

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

Code	Title
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

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
HLTSS00002 Allied health assistance - nutrition and dietetics skill set	Not equivalent
Previous Code and Title	Equivalence
HLTSS00052 Allied Health Assistance - Nutrition and Dietetics Skill Set	Not equivalent

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.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00053 Allied Health Assistance - Occupational Therapy Skill Set

Modification History

N/A

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

Code	Title
HLTAHA010	Assist with the development and maintenance of client functional status
HLTAHA016	Support the fitting of assistive equipment

Pre-requisite Requirements

There are no prerequisite requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
HLTSS00003 Allied health assistance - occupational therapy skill set	Not equivalent
Previous Code and Title	Equivalence
HLTSS00053 Allied Health Assistance - Occupational Therapy Skill Set	Not equivalent

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.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00054 Allied Health Assistance - Physiotherapy Skill Set

Modification History

N/A

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

Code	Title
HLTAHA003	Deliver and monitor a client-specific physiotherapy program
HLTAHA005	Support the delivery and monitoring of physiotherapy programs for mobility

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
HLTSS00004 Allied health assistance - physiotherapy skill set	Not equivalent
Previous Code and Title	Equivalence
HLTSS00054 Allied Health Assistance - Physiotherapy Skill Set	Not equivalent

Suggested Words for Statement of Attainment

These competencies from HLT Health Training Package meet industry requirements for work in allied health assistance in physiotherapy.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00055 Allied Health Assistance - Podiatry Skill Set

Modification History

N/A

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

Code	Title
HLTAHA006	Assist with basic foot hygiene
HLTAHA007	Assist with podiatric procedures
HLTAHA008	Assist with podiatry assessment and exercise

Pre-requisite Requirements

There are no prerequisite requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
HLTSS00005 Allied health assistance - podiatry skill set	Not equivalent
Previous Code and Title	Equivalence
HLTSS00055 Allied Health Assistance - Podiatry Skill Set	Not equivalent

Suggested Words for Statement of Attainment

These competencies from HLT Health Training Package meet industry requirements for work in allied health assistance in podiatry.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00056 Allied Health Assistance - Social Work Skill Set

Modification History

N/A

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

Code	Title
HLTAHA001	Assist with an allied health program
HLTAHA017	Assist with social work

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
HLTSS00056 Allied Health Assistance - Social Work Skill Set	Not equivalent

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.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00057 Allied Health Assistance - Speech Pathology Skill Set

Modification History

N/A

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

Code	Title
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

Pre-requisite Requirements

There are no prerequisite requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
HLTSS00006 Allied health assistance - speech pathology skill set	Not equivalent
Previous Code and Title	Equivalence
HLTSS00057 Allied Health Assistance - Speech Pathology Skill Set	Not equivalent

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.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00058 Reflexology Skill Set

Modification History

N/A

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

Code	Title
HLTREF001	Develop reflexology practice
HLTREF002	Provide reflexology for relaxation

Pre-requisite Requirements

There are no prerequisite requirements for this skillset.

Target Group

This skill set is for individuals with existing qualifications in healthcare and other complementary & alternative health modalities, seeking to broaden their skills.

Skill Set Mapping Information

Previous Code and Title	Equivalence

HLTSS00022 Reflexology skill set	Not equivalent

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.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00059 Venous blood collection skill set

Modification History

N/A

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

Code	Title
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

Pre-requisite Requirements

There are no prerequisite requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from the HLT Health Training Package meet industry requirements for the collection of blood via venepuncture.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00061 Food safety supervision skill set - for community services and health industries

Modification History

N/A

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

Code	Title
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

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
HLTSS00013 Food safety supervision skill set - for community services and health industries	Not equivalent

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.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00064 Infection control Skill Set

Modification History

N/A

Description

A set of skills to follow organisational infection prevention and control policies and procedures, including implementing standard and transmission-based precautions and responding to infection risks in the workplace.

Units

HLTINF001 Comply with infection prevention and control policies and procedures

Pathways Information

Achievement of this unit of competency provides credit towards qualifications in a range of training packages where infection control skills are required.

Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

Skill Set Requirements

Code	Title
HLTINF001	Comply with infection prevention and control policies and procedures

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for individuals who require the skills and knowledge to decrease the risk of and transmission of infection whilst carrying out their daily duties.

Skill Set Mapping Information

Previous Code and Title	Equivalence
HLTSS00064 Infection control Skill Set	Not equivalent

Suggested Words for Statement of Attainment

This unit of competency from the HLT Health Training Package provides a set of skills for implementing infection control policies and procedures in the workplace.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00065 Infection control Skill Set (Retail)

Modification History

N/A

Description

A set of skills to follow organisational infection prevention and control policies and procedures, including implementing standard and transmission-based precautions and responding to infection risks in organisations operating in the retail industry.

Units

HLTINFCOV001 Comply with infection prevention and control policies and procedures

Pathways Information

Achievement of this unit of competency provides credit towards qualifications in a range of training packages where infection control skills are required.

Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

Skill Set Requirements

Code	Title
HLTINFCOV001	Comply with infection prevention and control policies and procedures

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for individuals working in various capacities in a retail setting who require the skills and knowledge to decrease the risk of and transmission of infection whilst carrying out their daily duties.

Skill Set Mapping Information

Previous Code and Title	Equivalence

	Newly created

Suggested Words for Statement of Attainment

This unit of competency from the HLT Health Training Package provides a set of skills for implementing infection control policies and procedures in a retail workplace.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00066 Infection control Skill Set (Food Handling)

Modification History

N/A

Description

A set of skills to follow organisational infection prevention and control policies and procedures, including implementing standard and transmission-based precautions and responding to infection risks in organisations that include food handling in their operations.

Units

HLTINFCOV001 Comply with infection prevention and control policies and procedures

Pathways Information

Achievement of this unit of competency provides credit towards qualifications in a range of training packages where infection control skills are required.

Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

Skill Set Requirements

Code	Title
HLTINFCOV001	Comply with infection prevention and control policies and procedures

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is for individuals working in various capacities in workplaces that handle food who require the skills and knowledge to decrease the risk of and transmission of infection whilst carrying out their daily duties.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

This unit of competency from the HLT Health Training Package provides a set of skills for implementing infection control policies and procedures in a food handling workplace.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00067 Infection control Skill Set (Transport and Logistics)

Modification History

N/A

Description

A set of skills to follow organisational infection prevention and control policies and procedures, including implementing standard and transmission-based precautions and responding to infection risks in organisations operating in the transport and logistics industry.

Units

HLTINFCOV001 Comply with infection prevention and control policies and procedures

Pathways Information

Achievement of this unit of competency provides credit towards qualifications in a range of training packages where infection control skills are required.

Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

Skill Set Requirements

Code	Title
HLTINFCOV001	Comply with infection prevention and control policies and procedures

Pre-requisite Requirements

There are no prerequisite requirements for this skillset.

Target Group

This skill set is for individuals working in various capacities in transport and logistics who require the skills and knowledge to decrease the risk of and transmission of infection whilst carrying out their daily duties.

Skill Set Mapping Information

Previous Code and Title	Equivalence

	Newly created

Suggested Words for Statement of Attainment

This unit of competency from the HLT Health Training Package provides a set of skills for implementing infection control policies and procedures in a transport and logistics workplace.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00068 Occupational First Aid Skill Set

Modification History

N/A

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.

Units

HLTAID011 Provide First Aid

HLTAID014 Provide advanced First Aid

HLTAID015 Provide advanced resuscitation and oxygen therapy*

HLTAID016 Manage First Aid services and resources

Note: Units marked with have prerequisite HLTAID011 Provide First Aid*

Pathways Information

These units may provide credit towards a range of qualifications at Certificate IV and Diploma levels.

Licensing/Regulatory Information

Specific licensing requirements relating to these competencies, including requirements for refresher training, should be obtained from the relevant State/Territory Work Health and Safety Regulatory Authority.

Skill Set Requirements

Code	Title
HLTAID011	Provide First Aid
HLTAID014	Provide Advanced First Aid
HLTAID015	Provide advanced resuscitation and oxygen therapy
HLTAID016	Manage first aid services and resources

Pre-requisite Requirements

Unit of competency	Prerequisite requirement
HLTAID015 Provide advanced resuscitation and oxygen therapy	HLTAID011 Provide First Aid

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.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

This skill set meets industry requirements to perform the role and responsibilities required of an Occupational First Aider.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00069 Indigenous Environmental Health Support Work

Modification History

N/A

Description

This skill set reflects the skill requirements for supporting the environmental health needs of indigenous communities in regard to water supply. Work involves working directly with clients and providing support to families.

Units

HLTPOP025 Provide basic repairs and maintenance to health hardware and fixtures

HLTPOP026 Monitor and maintain sewage or effluent systems

HLTPOP027 Monitor and maintain water supply

Pathways Information

Achievement of these units provides credit towards a range of qualifications in the HLT Health Training Package.

Licensing/Regulatory Information

Plumbing work must only be performed by a person authorised by an exemption, registration or licence granted by the relevant State or Territory regulatory authority under legislation.

Skill Set Requirements

Code	Title
HLTPOP025	Provide basic repairs and maintenance to health hardware and fixtures
HLTPOP026	Monitor and maintain sewage or effluent systems
HLTPOP027	Monitor and maintain water supply

Pre-requisite Requirements

There are no prerequisite requirements for this skillset.

Target Group

This skill set is for indigenous environmental health workers seeking to broaden their skills to work with indigenous communities.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from the HLT Health Training Package meet industry requirements for indigenous environmental health workers to support the environmental health needs of indigenous communities in regard to water supply.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00070 Enrolled Nurse Renal Health Care Skill Set

Modification History

N/A

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.

Pathways Information

These units may provide credit towards the HLT64121 Advanced Diploma of Nursing.

Licensing/Regulatory Information

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

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

Skill Set Requirements

Code	Title
HLTENN040	Administer and monitor medicines and intravenous therapy
HLTRNL003	Contribute to the nursing care of a person with renal impairment
HLTRNL004	Apply renal replacement therapy

Pre-requisite Requirements

There are no prerequisite requirements for this skillset.

Target Group

This skill set is for enrolled nurses who have existing experience and qualifications in health sector roles and are seeking to broaden their skills.

Skill Set Mapping Information

Previous Code and Title	Equivalence
HLTSS00062 Enrolled Nurse - Renal Health Care Skill Set	Equivalent

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 a community care or health care environment.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00071 Clinical Coding Auditor Skill Set

Modification History

N/A

Description

This skill set provides a set of skills for clinical coding auditing.

Pathways Information

These units provide credit towards a range of qualifications in the HLT Health Training Package.

Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this Skill Set at the time of publication.

Skill Set Requirements

Code	Title
HLTCCD008	Undertake highly complex clinical coding
HLTCCD009	Undertake a clinical coding audit
HLTCCD010	Analyse and report on clinical coding auditing

Pre-requisite Requirements

Unit of competency	Prerequisite requirement
HLTCCD008 Undertake highly complex clinical coding	HLTCCD007 Undertake complex clinical coding
HLTCCD009 Undertake a clinical coding audit	HLTCCD008 Complete highly complex clinical coding
HLTCCD010 Analyse and report on clinical coding auditing	HLTCCD009 Undertake a clinical coding audit

Target Group

This skill set is for experienced clinical coders seeking to broaden their skills to include clinical coding auditing.

Note: units marked with an asterisk * include one or more prerequisite units of competency. Refer to unit of competency for prerequisite requirements. Prerequisites must be completed, or equivalent skills and knowledge demonstrated through a formal Recognition of Prior Learning process prior to commencement of these units.

Skill Set Mapping Information

Previous Code and Title	Equivalence
	Newly created

Suggested Words for Statement of Attainment

These competencies from the HLT Health Training Package provide a set of skills for clinical coding auditing in the health care environment.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00072 Dental Radiography Skill Set

Modification History

N/A

Description

This skill set provides a set of skills for assisting with dental radiography work.

Pathways Information

Achievement of these units provides credit towards HLT45021 Certificate IV in Dental Assisting.

Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this Skill Set at the time of publication. Dental radiography work must only be performed by a person with a radiation user licence granted by the relevant State/Territory regulatory authority under legislation.

Skill Set Requirements

Code	Title
HLTDEN021	Apply the principles of radiation biology and protection in dental practice
HLTDEN022	Prepare to expose a prescribed dental radiographic image
HLTDEN023	Produce a prescribed dental radiographic image

Pre-requisite Requirements

There are no prerequisites requirements for this skillset.

Target Group

This skill set is targeted at individuals who have completed a Certificate III in Dental Assisting or a Certificate IV in Dental Assisting or equivalent and are currently working in the dental industry in dental work roles and are seeking to broaden their skills to include assisting with dental radiography work.

Skill Set Mapping Information

Previous Code and Title	Equivalence
HLTSS00060 Dental radiography skill set	Equivalent

Suggested Words for Statement of Attainment

These units of competency from the HLT Health Training Package provide a set of skills to assist with dental radiography work.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSS00073 Oral Health Care Skill Set

Modification History

N/A

Description

This skill set provides a set of skills for promoting good oral health to clients and groups through the provision of visual oral health checks, and educational and motivational information including the demonstration of oral hygiene practices and techniques.

Pathways Information

Achievement of these units provides credit towards a range of qualifications in the HLT Health Training Package and CHC Community Services Training Package.

Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this Skill Set at the time of publication.

Skill Set Requirements

Code	Title
HLTOHC007	Recognise and respond to oral health issues
HLTOHC008	Inform and support patients and groups about oral health
HLTOHC011	Apply fluoride varnish

Pre-requisite Requirements

There are no prerequisite requirements for this skillset.

Target Group

This skill set is targeted at individuals who have completed a Certificate III level or higher qualification in community services or health who are seeking to broaden their skills in oral health care.

Skill Set Mapping Information

Previous Code and Title	Equivalence

	Newly created

Suggested Words for Statement of Attainment

These units of competency from the HLT Health Training Package provide a set of skills in oral health care.

Links

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

BSBADM101 Use business equipment and resources

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Administration - General Administration

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBADM101 Use business equipment and resources	BSBADM101A Use business equipment and resources	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBOPS101 Use business resources	BSBADM101 Use business equipment and resources		Equivalent

Assessment Requirements for BSBADM101 Use business equipment and resources

Modification History

N/A

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.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBADM307 Organise schedules

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Administration - General Administration

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBADM307 Organise schedules	BSBADM307B Organise schedules	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBOPS303 Organise schedules	BSBADM307 Organise schedules		Not equivalent

Assessment Requirements for BSBADM307 Organise schedules

Modification History

N/A

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBADM311 Maintain business resources

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Administration - General Administration

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

BSBADM311 Maintain business resources	BSBADM311A Maintain business resources	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBOPS301 Maintain business resources	BSBADM311 Maintain business resources		Equivalent

Assessment Requirements for BSBADM311 Maintain business resources

Modification History

N/A

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBADM409 Coordinate business resources

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Administration - General Administration

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBADM409 Coordinate business resources	BSBADM409A Coordinate business resources	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBOPS401 Coordinate business resources	BSBADM409 Coordinate business resources		Equivalent

Assessment Requirements for BSBADM409 Coordinate business resources

Modification History

N/A

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
- case studies, and where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBADM502 Manage meetings

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Administration - General Administration

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBADM502 Manage meetings	BSBADM502B Manage meetings	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBTWK503 Manage meetings	BSBADM502 Manage meetings		Equivalent

Assessment Requirements for BSBADM502 Manage meetings

Modification History

N/A

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:

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBADM504 Plan and implement administrative systems

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Administration - General Administration

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBADM504 Plan and implement administrative systems	BSBADM504B Plan or review administrative systems	Updated to meet Standards for Training Packages Minor title change Minor correction to wording in elements and performance criteria - 'administration' changed to 'administrative'	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBOPS503 Develop administrative systems	BSBADM504 Plan and implement administrative systems		Equivalent

Assessment Requirements for BSBADM504 Plan and implement administrative systems

Modification History

N/A

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBADV507 Develop a media plan

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Business Development - Advertising

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBADV507 Develop a media plan	BSBADV507B Develop a media plan	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMKG552 Design and develop marketing communication plans	BSBADV507 Develop a media plan		Not equivalent

Assessment Requirements for BSBADV507 Develop a media plan

Modification History

N/A

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:

- relevant legislation and codes of practice
- organisational policies and procedures
- industry software

- office equipment
- business technology.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBADV509 Create mass print media advertisements

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Business Development - Advertising

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 features of common digital systems and tools, and operates them effectively to produce print media

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBADV509 Create mass print media advertisements	BSBADV509A Create mass print media advertisements	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMKG551 Create multiplatform advertisements for mass media	BSBADV509 Create mass print media advertisements		Not equivalent

Assessment Requirements for BSBADV509 Create mass print media advertisements

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBADV510 Create mass electronic media advertisements

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Business Development - Advertising

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBADV510 Create mass electronic media advertisements	BSBADV510A Create mass electronic media advertisements	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMKG551 Create multiplatform advertisements for mass media	BSBADV510 Create mass electronic media advertisements		Not equivalent

Assessment Requirements for BSBADV510 Create mass electronic media advertisements

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBATSIC511 Plan and conduct a community meeting

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - ATSI Governance

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBATSIC511 Plan and conduct a community meeting	BSBATSIC511A Plan and conduct a community meeting	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFNG401 Plan and chair Aboriginal and Torres Strait Islander organisation board meetings	BSBATSIC511 Plan and conduct a community meeting	Supersedes and is not equivalent to BSBATSIC511 Plan and conduct a community meeting	Not equivalent

Assessment Requirements for BSBATSIC511 Plan and conduct a community meeting

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBATSIM414 Oversee the organisation's annual budget

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - ATSI Governance

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

BSBATSIM414 Oversee the organisation's annual budget	BSBATSIM414C Oversee the organisation's annual budget	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFNG403 Participate as a board member of an Aboriginal and Torres Strait Islander organisation	BSBATSIM414 Oversee the organisation's annual budget	Supersedes and is not equivalent to BSBATSIM414 Oversee the organisation's annual budget	Not equivalent

Assessment Requirements for BSBATSIM414 Oversee the organisation's annual budget

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBATSIM416 Oversee organisational planning

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - ATSI Governance

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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
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.

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 principles of analytical and lateral thinking

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBATSIM416 Oversee organisational planning	BSBATSIM416A Oversee organisational planning	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFNG406 Assist in developing and implementing Aboriginal and Torres	BSBATSIM416 Oversee organisational planning	Supersedes and is not equivalent to BSBATSIM416 Oversee organisational planning	Not equivalent

Strait Islander organisational policies			

Assessment Requirements for BSBATSIM416 Oversee organisational planning

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBATSIM418 Oversee financial management

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - ATSI Governance

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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	Description

	Criteria	
Reading	1.3, 2.2, 2.3, 3.1-3.3, 4.1, 4.2, 4.4, 5.1-5.3, 6.1-6.3	Utilises understanding of distinguishing structures and features of a range of textual information and reflects on context, purpose and audience
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBATSIM418 Oversee financial management	BSBATSIM418A Oversee financial management	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFNG406 Assist in developing and implementing Aboriginal and Torres Strait Islander organisational policies	BSBATSIM418 Oversee financial management	Supersedes and is not equivalent to BSBATSIM418 Oversee financial management	Not equivalent

Assessment Requirements for BSBATSIM418 Oversee financial management

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBATSIM419 Contribute to the development and implementation of organisational policies

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - ATSI Governance

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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
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 Criteria	Description
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
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
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFNG406 Assist in developing and implementing Aboriginal and Torres Strait Islander organisational policies	BSBATSIM419 Contribute to the development and implementation of organisational policies	Supersedes and is equivalent to BSBATSIM419 Contribute to the development and implementation of organisational policies.	Equivalent

Assessment Requirements for BSBATSIM419 Contribute to the development and implementation of organisational policies

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBATSIM420 Oversee asset management

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - ATSI Governance

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 Criteria	Description
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 privacy in relation to own work and takes personal responsibility for identifying and managing risk factors

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBATSIM420 Oversee asset management	BSBATSIM420A Oversee asset management	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFNG407 Oversee asset management in an Aboriginal and Torres Strait Islander organisation	BSBATSIM420 Oversee asset management	Supersedes and is equivalent to BSBATSIM420 Oversee asset management.	Equivalent

Assessment Requirements for BSBATSIM420 Oversee asset management

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBATSIM421 Support a positive and culturally appropriate workplace culture

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - ATSI Governance

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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, 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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBATSIM421 Support a positive and culturally appropriate workplace culture	BSBATSIM421A Support a positive and culturally appropriate workplace culture	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFNG406 Assist in developing and implementing Aboriginal and Torres Strait Islander organisational policies	BSBATSIM421 Support a positive and culturally appropriate workplace culture	Supersedes and is not equivalent to BSBATSIM421 Support a positive and culturally appropriate workplace culture	Not equivalent

Assessment Requirements for BSBATSIM421 Support a positive and culturally appropriate workplace culture

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBATSIM505 Control organisational finances

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - ATSI Governance

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 requirements of relevant corporate authorities and funding bodies	6.1 Identify reporting requirements by relevant corporate 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

BSBATSIM505 Control organisational finances	BSBATSIM505C Control organisational finances	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFNG407 Oversee asset management in an Aboriginal and Torres Strait Islander organisation	BSBATSIM505 Control organisational finances	Supersedes and is not equivalent to BSBATSIM505 Control organisational finances	Not equivalent

Assessment Requirements for BSBATSIM505 Control organisational finances

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBATSIM506 Develop employment policies

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - ATSI Governance

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBATSIM506 Develop employment policies	BSBATSIM506C Develop employment policies	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFNG406 Assist in developing and implementing Aboriginal and Torres Strait Islander organisational policies	BSBATSIM506 Develop employment policies	Supersedes and is not equivalent to BSBATSIM506 Develop employment policies	Not equivalent

Assessment Requirements for BSBATSIM506 Develop employment policies

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBATSIM511 Develop enterprise opportunities

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - ATSI Governance

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 and options	2.1 Canvass the community for business ideas 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBATSIM511 Develop enterprise opportunities	BSBATSIM511C Develop enterprise opportunities	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFNG406 Assist in developing and implementing Aboriginal and Torres Strait Islander organisational policies	BSBATSIM511 Develop enterprise opportunities	Supersedes and is not equivalent to BSBATSIM511 Develop enterprise opportunities.	Not equivalent

Assessment Requirements for BSBATSIM511 Develop enterprise opportunities

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBATSIW417 Select and use technology

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - ATSI Governance

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBATSIW417 Select and use technology	BSBATSIW417C Select and use technology	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFNG407 Oversee asset management in an Aboriginal and	BSBATSIW417 Select and use technology	Supersedes and is not equivalent to	Not equivalent

Torres Strait Islander organisation		BSBATSIW417 Select and use technology	

Assessment Requirements for BSBATSIW417 Select and use technology

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBATSIW515 Secure funding

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - ATSI Governance

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 funding	2.1 Form team to oversee funding submission 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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBATSIW515 Secure funding	BSBATSIW515C Secure funding	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFNG407 Oversee asset management in an Aboriginal and Torres Strait Islander organisation	BSBATSIW515 Secure funding	Supersedes and is not equivalent to BSBATSIW515 Secure funding	Not equivalent

Assessment Requirements for BSBATSIW515 Secure funding

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBAUD402 Participate in a quality audit

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - Quality Auditing

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

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 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 meeting	6.1 Prepare for exit 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBAUD402 Participate in a quality audit	BSBAUD402B Participate in a quality audit	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBAUD411 Participate in quality audits	BSBAUD402 Participate in a quality audit		Equivalent

Assessment Requirements for BSBAUD402 Participate in a quality audit

Modification History

N/A

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.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBAUD503 Lead a quality audit

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - Quality Auditing

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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	Description

	Criteria	
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, 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBAUD503 Lead a quality audit	BSBAUD503B Lead a quality audit	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBAUD512 Lead quality audits	BSBAUD503 Lead a quality audit		Equivalent

Assessment Requirements for BSBAUD503 Lead a quality audit

Modification History

N/A

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.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBAUD504 Report on a quality audit

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - Quality Auditing

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1 Compile audit results	1.1 Compare results of the audit evaluation against audit objectives and criteria plan 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 • 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

BSBAUD504 Report on a quality audit	BSBAUD504B Report on a quality audit	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBAUD513 Report on quality audits	BSBAUD504 Report on a quality audit		Equivalent

Assessment Requirements for BSBAUD504 Report on a quality audit

Modification History

N/A

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBCMM201 Communicate in the workplace

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Communication - Interpersonal Communication

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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, 2.3, 2.4	- Develops simple written texts using appropriate grammar, spelling and punctuation in accordance with 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

BSBCMM201 Communicate in the workplace	BSBCMM201A Communicate in the workplace	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBCMM211 Apply communication skills	BSBCMM201 Communicate in the workplace		Not equivalent

Assessment Requirements for BSBCMM201 Communicate in the workplace

Modification History

N/A

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
- workplace policies and procedures relating to communication
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBCOM406 Conduct work within a compliance framework

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - Compliance

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 done	1.1, 1.2, 2.1, 3.3, 4.1, 4.2	Takes responsibility for planning and implementing tasks required to achieve efficient and effective outcomes

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBAUD412 Work within compliance frameworks	BSBCOM406 Conduct work within a compliance framework		Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBCOM406 Conduct work within a compliance framework	BSBCOM406A Conduct work within a compliance framework	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBCOM406 Conduct work within a compliance framework

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBCUE301 Use multiple information systems

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Stakeholder Relations - Customer Engagement

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBCUE301 Use multiple information systems	BSBCCO301B Use multiple information systems	Updated to meet Standards for Training Packages Code changed to reflect industry practice	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBTEC201 Use business software applications	BSBCUE301 Use multiple information systems		Not equivalent

Assessment Requirements for BSBCUE301 Use multiple information systems

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBCUE404 Collect, analyse and record information

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Stakeholder Relations - Customer Engagement

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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
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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
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
Current Code and Title	Previous Code and Title	Comments	Equivalence

BSBDAT501 Analyse data	BSBCUE404 Collect, analyse and record information		Not equivalent

Assessment Requirements for BSBCUE404 Collect, analyse and record information

Modification History

N/A

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBCUE405 Survey stakeholders to gather and record information

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Stakeholder Relations - Customer Engagement

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

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.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
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
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBINS508 Research and analyse information to meet library customer needs	BSBCUE405 Survey stakeholders to gather and record information		Not equivalent

Assessment Requirements for BSBCUE405 Survey stakeholders to gather and record information

Modification History

N/A

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:

- information and databases for analysis
- relevant legislation, standards and guidelines
- interviewees

- recording equipment.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBCUS201 Deliver a service to customers

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Stakeholder relations - customer service

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

BSBCUS201 Deliver a service to customers	BSBCUS201B Deliver a service to customers	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBOPS203 Deliver a service to customers	BSBCUS201 Deliver a service to customers		Equivalent

Assessment Requirements for BSBCUS201 Deliver a service to customers

Modification History

N/A

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
- examples of customer complaints and feedback
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBCUS301 Deliver and monitor a service to customers

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Stakeholder relations - customer service

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

BSBCUS301 Deliver and monitor a service to customers	BSBCUS301B Deliver and monitor a service to customers	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBOPS304 Deliver and monitor a service to customers	BSBCUS301 Deliver and monitor a service to customers		Equivalent

Assessment Requirements for BSBCUS301 Deliver and monitor a service to customers

Modification History

N/A

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:

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBCUS401 Coordinate implementation of customer service strategies

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Stakeholder relations - customer service

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

BSBCUS401 Coordinate implementation of customer service strategies	BSBCUS401B Coordinate implementation of customer service strategies	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBOPS404 Implement customer service strategies	BSBCUS401 Coordinate implementation of customer service strategies		Equivalent

Assessment Requirements for BSBCUS401 Coordinate implementation of customer service strategies

Modification History

N/A

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.

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

- 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 of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBCUS402 Address customer needs

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Stakeholder relations - customer service

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

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
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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBCUS402 Address customer needs	BSBCUS402B Address customer needs	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence

BSBOPS404 Implement customer service strategies	BSBCUS402 Address customer needs		Not equivalent

Assessment Requirements for BSBCUS402 Address customer needs

Modification History

N/A

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.

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 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 of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBCUS403 Implement customer service standards

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Stakeholder relations - customer service

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 - 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBCUS403 Implement customer service standards	BSBCUS403B Implement customer service standards	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBOPS404 Implement customer service strategies	BSBCUS403 Implement customer service standards		Not equivalent

Assessment Requirements for BSBCUS403 Implement customer service standards

Modification History

N/A

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.

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
- 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 of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBCUS501 Manage quality customer service

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Stakeholder relations - customer service

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 services	2.1 Deliver products and services to customer specifications within 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.
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBCUS501 Manage quality customer service	BSBCUS501C Manage quality customer service	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence

BSBOPS505 Manage organisational customer service	BSBCUS501 Manage quality customer service		Equivalent

Assessment Requirements for BSBCUS501 Manage quality customer service

Modification History

N/A

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
 - 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

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:

- 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 of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBFIA301 Maintain financial records

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Finance - Financial Administration

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 Communication	1.2, 3.2, 3.3	Explains financial issues and requirements clearly, using facts and examples, and uses listening and 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFIA301 Maintain financial records	BSBFIA301A Maintain financial records	Updated to meet Standards for Training Packages Minor edits to clarify meaning of performance criteria	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFIN302 Maintain financial records	BSBFIA301 Maintain financial records		Not equivalent

Assessment Requirements for BSBFIA301 Maintain financial records

Modification History

N/A

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.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBFIA303 Process accounts payable and receivable

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Finance - Financial Administration

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFIA303 Process accounts payable and receivable	BSBFIA303A Process accounts payable and receivable	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFIN301 Process financial transactions	BSBFIA303 Process accounts payable and receivable		Not equivalent

Assessment Requirements for BSBFIA303 Process accounts payable and receivable

Modification History

N/A

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 ledgers
- workplace reference materials such as procedural manuals and company policy
- case studies and, where possible, real situations..

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBFIA402 Report on financial activity

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Finance - Financial Administration

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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, 2.5, 3.1-3.5	Records numerical and textual information incorporating required financial language organising 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 resolve 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFIA402 Report on financial activity	BSBFIA402A Report on financial activity	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFIA412 Report on financial activity	BSBFIA402 Report on financial activity		Equivalent

Assessment Requirements for BSBFIA402 Report on financial activity

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBFIM501 Manage budgets and financial plans

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Finance - Financial Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFIM501 Manage budgets and financial plans	BSBFIM501A Manage budgets and financial plans	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFIN501 Manage budgets and financial plans	BSBFIM501 Manage budgets and financial plans		Equivalent

Assessment Requirements for BSBFIM501 Manage budgets and financial plans

Modification History

N/A

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 financial record keeping and auditing
- describe the principles and techniques involved in managing:
 - budgeting
 - cash flows
 - electronic spreadsheets
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBFLM303 Contribute to effective workplace relationships

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Frontline Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFLM303 Contribute to effective workplace relationships	BSBFLM303C Contribute to effective workplace relationships	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBLDR301 Support effective workplace relationships	BSBFLM303 Contribute to effective workplace relationships		Equivalent

Assessment Requirements for BSBFLM303 Contribute to effective workplace relationships

Modification History

N/A

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

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBFLM305 Support operational plan

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Frontline Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFLM305 Support operational plan	BSBFLM305C Support operational plan	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBOPS402 Coordinate business operational plans	BSBFLM305 Support operational plan		Not equivalent

Assessment Requirements for BSBFLM305 Support operational plan

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBFLM306 Provide workplace information and resourcing plans

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Frontline Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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
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, 4.1, 4.2, 5.2	Uses appropriate vocabulary and formats to achieve precise meaning in a range of documentation
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFLM306 Provide workplace information and resourcing plans	BSBFLM306C Provide workplace information and resourcing plans	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBOPS301 Maintain business resources	BSBFLM306 Provide workplace information and resourcing plans		Not equivalent

Assessment Requirements for BSBFLM306 Provide workplace information and resourcing plans

Modification History

N/A

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.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBFLM309 Support continuous improvement systems and processes

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Frontline Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

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 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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFLM309 Support continuous improvement systems and processes	BSBFLM309C Support continuous improvement systems and processes	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBST301 Contribute to	BSBFLM309 Support continuous		Not equivalent

continuous improvement	improvement systems and processes		

Assessment Requirements for BSBFLM309 Support continuous improvement systems and processes

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBFLM312 Contribute to team effectiveness

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Frontline Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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
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 Communication	1.1, 1.2, 2.1-2.4, 3.1, 3.2, 4.1-4.3	• Presents ideas and seeks feedback from others using vocabulary and non-verbal features appropriate to the 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBFLM312 Contribute to team effectiveness	BSBFLM312C Contribute to team effectiveness	Updated to meet Standards for Training Packages	Equivalent

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBTWK201 Work effectively with others	BSBFLM312 Contribute to team effectiveness		Not equivalent

Assessment Requirements for BSBFLM312 Contribute to team effectiveness

Modification History

N/A

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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBHRM404 Review human resource functions

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce Development - Human Resource Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBHRM404 Review human resource functions	BSBHRM404A Review human resources functions	Updated to meet Standards for Training Packages Minor change to unit title	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBHRM417 Support human resources functions and processes	BSBHRM404 Review human resource functions		Equivalent

Assessment Requirements for BSBHRM404 Review human resource functions

Modification History

N/A

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
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBHRM405 Support the recruitment, selection and induction of staff

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce Development - Human Resource Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
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
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBHRM415 Coordinate recruitment and onboarding	BSBHRM405 Support the recruitment, selection and induction of staff		Equivalent

Assessment Requirements for BSBHRM405 Support the recruitment, selection and induction of staff

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBHRM502 Manage human resource management information systems

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce Development - Human Resource Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBHRM414 Use human resources information systems	BSBHRM502 Manage human resource management information systems		Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
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

Assessment Requirements for BSBHRM502 Manage human resource management information systems

Modification History

N/A

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.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBHRM505 Manage remuneration and employee benefits

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce Development - Human Resource Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

BSBHRM505 Manage remuneration and employee benefits	BSBHRM505B Manage remuneration and employee benefits	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBHRM528 Coordinate remuneration and employee benefits	BSBHRM505 Manage remuneration and employee benefits		Equivalent

Assessment Requirements for BSBHRM505 Manage remuneration and employee benefits

Modification History

N/A

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 as '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:
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBHRM506 Manage recruitment selection and induction processes

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce Development - Human Resource Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBHRM506 Manage recruitment selection and induction processes	BSBHRM506A Manage recruitment selection and induction processes	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBHRM525 Manage recruitment and onboarding	BSBHRM506 Manage recruitment selection and induction processes		Equivalent

Assessment Requirements for BSBHRM506 Manage recruitment selection and induction processes

Modification History

N/A

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:

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBHRM507 Manage separation or termination

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce Development - Human Resource Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 Criteria	Description
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBHRM507 Manage separation or termination	BSBHRM507A Manage separation or termination	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBHRM529 Coordinate separation and termination processes	BSBHRM507 Manage separation or termination		Not equivalent

Assessment Requirements for BSBHRM507 Manage separation or termination

Modification History

N/A

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
- business technology
- interaction with others
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBHRM509 Manage rehabilitation or return to work programs

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce Development - Human Resource Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

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 • 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

BSBHRM509 Manage rehabilitation or return to work programs	BSBHRM509A Manage rehabilitation or return to work programs	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBHRM530 Coordinate rehabilitation and return to work programs	BSBHRM509 Manage rehabilitation or return to work programs		Equivalent

Assessment Requirements for BSBHRM509 Manage rehabilitation or return to work programs

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBHRM512 Develop and manage performance management processes

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce Development - Human Resource Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Develop integrated performance-management processes	1.1 Analyse organisational strategic and operational plans to identify relevant policies and objectives to be addressed in integrated performance-management processes

	1.2 Develop objectives for performance-management processes to support organisational strategy and goals and to build organisational capability 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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBHRM512 Develop and manage performance management processes	BSBHRM512A Develop and manage performance-management processes	Updated to meet Standards for Training Packages	Equivalent

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBHRM521 Facilitate performance development processes	BSBHRM512 Develop and manage performance management processes		Not equivalent

Assessment Requirements for BSBHRM512 Develop and manage performance management processes

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBHRM602 Manage human resources strategic planning

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce Development - Human Resource Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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,	Organises, evaluates and applies content from a range of structurally complex texts relating to human resource strategic planning

	2.1-2.7, 3.2, 3.3, 3.4	
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
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 • outsourcing • using contractors or consultants.
Human resource plan must include:	• budget • priorities • objectives • timeframes.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBHRM602 Manage human resources strategic planning	BSBHRM602B Manage human resources strategic planning	Updated to meet Standards for Training Packages Minor change to unit title	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBHRM614 Contribute to strategic workforce planning	BSBHRM602 Manage human resources strategic planning		Equivalent

Assessment Requirements for BSBHRM602 Manage human resources strategic planning

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBINM201 Process and maintain workplace information

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Knowledge management - Information management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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
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 done	1.1-1.3, 2.1, 2.2, 2.4, 3.1-3.3	- Follows clearly defined instructions and monitors own 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBINM201 Process and maintain workplace information	BSBINM201A Process and maintain workplace information	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBINS201 Process and maintain workplace information	BSBINM201 Process and maintain workplace information		Equivalent

Assessment Requirements for BSBINM201 Process and maintain workplace information

Modification History

N/A

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.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBINM202 Handle mail

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Knowledge management - Information management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBINM202 Handle mail	BSBINM202A Handle mail	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBINS202 Handle receipt and dispatch of information	BSBINM202 Handle mail		Not equivalent

Assessment Requirements for BSBINM202 Handle mail

Modification History

N/A

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/despaching 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBINM301 Organise workplace information

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Knowledge management - Information management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 - 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBINM301 Organise workplace information	BSBINM301A Organise workplace information	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence

BSBINS302 Organise workplace information	BSBINM301 Organise workplace information		Equivalent

Assessment Requirements for BSBINM301 Organise workplace information

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBINM302 Utilise a knowledge management system

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Knowledge management - Information management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1 Access and use knowledge management system	1.1 Access knowledge management system to assist with specific 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 world of work	1.1, 1.2, 2.1, 2.3, 3.3	Understands rights and responsibilities, and complies with explicit procedures in the workplace
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBINM302 Utilise a knowledge management system	BSBINM302A Utilise a knowledge management system	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBINS303 Use knowledge management systems	BSBINM302 Utilise a knowledge management system		Equivalent

Assessment Requirements for BSBINM302 Utilise a knowledge management system

Modification History

N/A

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).

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBINM401 Implement workplace information system

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Knowledge management - Information management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 Communication	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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

BSBINM401 Implement workplace information system	BSBINM401A IMPLEMENT WORKPLACE INFORMATION SYSTEM	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBINS402 Coordinate workplace information systems	BSBINM401 Implement workplace information system		Equivalent

Assessment Requirements for BSBINM401 Implement workplace information system

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBINM501 Manage an information or knowledge management system

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Knowledge management - Information management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

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 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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBINM501 Manage an information or knowledge management system	BSBINM501A Manage an information or knowledge management system	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBINS501 Implement information and knowledge management systems	BSBINM501 Manage an information or knowledge management system		Equivalent

Assessment Requirements for BSBINM501 Manage an information or knowledge management system

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBINN201 Contribute to workplace innovation

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Creativity and Innovation - Innovation

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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
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 others	2.3, 3.1-3.3	- Follows accepted communication practices and protocols when discussing or presenting ideas to 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBINN201 Contribute to workplace innovation	BSBINN201A Contribute to workplace innovation	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBST301 Contribute to continuous improvement	BSBINN201 Contribute to workplace innovation		Not equivalent

Assessment Requirements for BSBINN201 Contribute to workplace innovation

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBINN301 Promote innovation in a team environment

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Creativity and Innovation - Innovation

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBINN301 Promote innovation in a team environment	BSBINN301A Promote innovation in a team environment	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBSTR401 Promote innovation in team environments	BSBINN301 Promote innovation in a team environment		Not equivalent

Assessment Requirements for BSBINN301 Promote innovation in a team environment

Modification History

N/A

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 identify 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBINN601 Lead and manage organisational change

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Creativity and Innovation - Innovation

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
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
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBLDR601 Lead and manage organisational change	BSBINN601 Lead and manage organisational change		Not equivalent

Assessment Requirements for BSBINN601 Lead and manage organisational change

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBITU101 Operate a personal computer

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Information and Communications Technology - IT Use

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBITU101 Operate a personal computer	BSBITU101A Operate a personal computer	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBITU111 Operate a personal digital device	BSBITU101 Operate a personal computer		Equivalent

Assessment Requirements for BSBITU101 Operate a personal computer

Modification History

N/A

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:

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBITU201 Produce simple word processed documents

Modification History

N/A

Application

This unit describes the skills and knowledge required to correctly operate word processing applications in production of workplace documents.

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 word processing and software 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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Information and Communications Technology - IT Use

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBITU201 Produce simple word processed documents	BSBITU201A Produce simple word processed documents	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBITU211 Produce digital text documents	BSBITU201 Produce simple word processed documents		Equivalent

Assessment Requirements for BSBITU201 Produce simple word processed documents

Modification History

N/A

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 effect 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
- relevant legislation and codes of practice
- organisational policies and procedures

- relevant workplace documentation and resources including a style guide and user manuals.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBITU202 Create and use spreadsheets

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Information and Communications Technology - IT Use

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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
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 Communication	1.3, 2.3	- Listens to short and specific instructions and uses questions to clarify understanding - 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBITU202 Create and use spreadsheets	BSBITU202A Create and use spreadsheets	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBITU212 Create and use spreadsheets	BSBITU202 Create and use spreadsheets		Equivalent

Assessment Requirements for BSBITU202 Create and use spreadsheets

Modification History

N/A

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
- organisational policies and procedures
- relevant legislation
- user manuals

- relevant workplace documentation and resources
- industry software packages.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBITU301 Create and use databases

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Information and Communications Technology - IT Use

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBITU301 Create and use databases	BSBITU301A Create and use databases	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBITU311 Use simple relational databases	BSBITU301 Create and use databases		Equivalent

Assessment Requirements for BSBITU301 Create and use databases

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBITU303 Design and produce text documents

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Information and Communications Technology - IT Use

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBITU303 Design and produce text documents	BSBITU303A Design and produce text documents	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBITU313 Design and produce digital text documents	BSBITU303 Design and produce text documents		Equivalent

Assessment Requirements for BSBITU303 Design and produce text documents

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBITU304 Produce spreadsheets

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Information and Communications Technology - IT Use

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBITU304 Produce spreadsheets	BSBITU304A Produce spreadsheets	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence

BSBITU314 Design and produce spreadsheets	BSBITU304 Produce spreadsheets		Equivalent

Assessment Requirements for BSBITU304 Produce spreadsheets

Modification History

N/A

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBITU306 Design and produce business documents

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Information and Communications Technology - IT Use

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBITU306 Design and produce business documents	BSBITU306A Design and produce business documents	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBTEC301 Design and produce business documents	BSBITU306 Design and produce business documents		Equivalent

Assessment Requirements for BSBITU306 Design and produce business documents

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBLDR402 Lead effective workplace relationships

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Leadership

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

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 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.

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBLDR402 Lead effective workplace relationships	BSBWOR401A Establish effective workplace relationships	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBLDR413 Lead effective workplace relationships	BSBLDR402 Lead effective workplace relationships		Equivalent

Assessment Requirements for BSBLDR402 Lead effective workplace relationships

Modification History

N/A

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

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBLDR403 Lead team effectiveness

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Leadership

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

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 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 Criteria	Description
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBLDR403 Lead team effectiveness	BSBWOR402A Promote team effectiveness	Updated to meet Standards for Training Packages Title change Minor edits to clarify	Equivalent

		intent of performance criteria	
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBLDR414 Lead team effectiveness	BSBLDR403 Lead team effectiveness		Equivalent

Assessment Requirements for BSBLDR403 Lead team effectiveness

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBLDR414 Lead team effectiveness

Modification History

N/A

Application

This unit describes the skills, knowledge and outcomes required to lead the performance of a team and to develop team cohesion.

The unit 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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Social Competence - Leadership

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan team outcomes	1.1 Lead team to identify and establish team objectives and work processes

	• 1.2 Support team to document identified objectives and work processes according to organisational processes • 1.3 Encourage team members to incorporate innovation and productivity measures in work plans • 1.4 Lead and support team members to meet expected outcomes
• 2. Promote team cohesion	• 2.1 Provide opportunities for input of team members into planning, decision making and operational aspects of work team • 2.2 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 on their efforts and contributions • 2.4 Address or refer issues, concerns and problems identified by team members • 2.5 Model expected behaviours and approaches
• 3. Supervise team performance	• 3.1 Encourage team members to participate in and take responsibility for team activities and communication processes • 3.2 Support team to identify and resolve problems which impede performance • 3.3 Ensure own contribution to work team serves as a role model for others
• 4. Liaise with management	• 4.1 Establish open communication with line management • 4.2 Communicate information from line management to the team • 4.3 Communicate unresolved issues, concerns and problems raised by the team to line management to action • 4.4 Communicate issues raised by management to the team to action

Foundation Skills

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

SKILL	DESCRIPTION
Writing	Prepares workplace plans that communicate intent and elicits feedback clearly and effectively
Oral communication	Engages in discussions or provides information using structure and language appropriate to the audience and situation
Teamwork	- 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
Planning and organising	- 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBLDR414 Lead team effectiveness	BSBLDR403 Lead team effectiveness		Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBLDR414 Lead team effectiveness	BSBSMB407 Manage a small team		Not equivalent

Assessment Requirements for BSBLDR414 Lead team effectiveness

Modification History

N/A

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop a team development plan, that addresses:
 - innovation and productivity measures
 - team cohesion
 - issues management and actions.

In the course of the above, the candidate must:

- apply knowledge of organisational goals, objectives and plans to work tasks
- communicate with team members and management to identify and establish team purpose, roles, responsibilities, goals plans and objectives and resolve problems
- consult, encourage, support and provide feedback to team members
- model team leadership behaviours and approaches.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work processes, including team purpose, roles, responsibilities, goals and plans
- organisational escalation policies and procedures
- behaviours which enhance organisational image for work team, clients and customers
- processes for setting goals that contribute to team effectiveness
- effects of individual behaviour on team effectiveness
- innovation and productivity measures in work plans
- key features of common leadership styles.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- information about the organisation, including organisational structure, goals, objectives and plans.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBLDR502 Lead and manage effective workplace relationships

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Leadership

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

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 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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBLDR523 Lead and manage effective workplace relationships	BSBLDR502 Lead and manage effective workplace relationships		Not equivalent

Assessment Requirements for BSBLDR502 Lead and manage effective workplace relationships

Modification History

N/A

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:

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBLED401 Develop teams and individuals

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce development - learning and development

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBHRM413 Support the learning and development of teams and individuals	BSBLED401 Develop teams and individuals		Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBLED401 Develop teams and individuals	BSBLED401A Develop teams and individuals	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBLED401 Develop teams and individuals

Modification History

N/A

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
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBLED806 Plan and implement a coaching strategy

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce development - learning and development

Elements and Performance Criteria

Element	Performance criteria

<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Develop coaching strategy	1.1 Research and review need for and role of, coaching within an 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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBHRM611 Contribute to organisational	BSBLED806 Plan and implement a coaching strategy		Not equivalent

performance development			
Current Code and Title	Previous Code and Title	Comments	Equivalence
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

Assessment Requirements for BSBLED806 Plan and implement a coaching strategy

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBMED301 Interpret and apply medical terminology appropriately

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Administration - Medical Services Administration

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 role
Get the work done	1.1, 1.2	Plans a range of routine tasks, accepting goals and aiming to achieve them efficiently

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMED301 Interpret and apply medical terminology appropriately	BSBMED301B Interpret and apply medical terminology appropriately	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBMED301 Interpret and apply medical terminology appropriately

Modification History

N/A

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.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBMED302 Prepare and process medical accounts

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Administration - Medical Services Administration

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 specialist practitioners	2.1 Check referrals to ensure validity 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 Medicare 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 Communication	1.1, 1.2, 4.4	Uses everyday language with patients to provide advice relating to the fee structure for different 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMED302 Prepare and process medical accounts	BSBMED302B Prepare and process medical accounts	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBMED302 Prepare and process medical accounts

Modification History

N/A

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
- examples of documentation
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBMED303 Maintain patient records

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Administration - Medical Services Administration

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 records according to organisational policy and procedures
3. Help maintain records	3.1 Make required checks of patient records 3.2 Carry out archiving of patient records as required 3.3 Transfer patient records 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 procedures 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 Communication	1.1, 1.3, 4.2	Uses specific vocabulary and active listening and questioning techniques to confirm understanding
Navigate the world of work	1.1, 2.3, 2.5, 3.3	Identifies and works within own roles and responsibilities according to organisational and legislative requirements
Interact with others	1.1, 1.3, 3.3, 4.2	- Uses appropriate practices and protocols for workplace communication - 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 in a timely manner - Uses analytical skills to determine recommendations for improvement to established processes and procedures

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMED303 Maintain patient records	BSBMED303B Maintain patient records	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBMED303 Maintain patient records

Modification History

N/A

Performance Evidence

Evidence of the ability to:

- use a recordkeeping system to create, access, store and maintain accurate records, according to organisational and legislative requirements
- identify and recommend improvements to recordkeeping system or own work practices
- communicate with relevant people about patient records.

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, standards and/or codes of practice that affect patient recordkeeping
- explain workplace policies and procedures related to patient recordkeeping, including privacy and confidentiality
- describe the process used to set up and maintain a patient record
- explain how coding systems help users to access and to 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 recordkeeping system
- documented procedures
- case studies and, where possible, real situations
- office equipment and resources.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBMED305 Apply the principles of confidentiality, privacy and security within the medical environment

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Administration - Medical Services Administration

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 Communication	1.1, 1.3, 1.4, 1.5, 1.7, 2.4	• Uses appropriate language and non-verbal features to provide information • 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMED305 Apply the principles of confidentiality, privacy and security	BSBMED305B Apply the principles of confidentiality, privacy and security	Updated to meet Standards for Training Packages	Equivalent

within the medical environment	within the medical environment		

Assessment Requirements for BSBMED305 Apply the principles of confidentiality, privacy and security within the medical environment

Modification History

N/A

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBMED401 Manage patient recordkeeping system

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Administration - Medical Services Administration

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

BSBMED401 Manage patient recordkeeping system	BSBMED401B Manage patient record keeping system	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBMED401 Manage patient recordkeeping system

Modification History

N/A

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
- documents and records
- a records system
- documented procedures
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBMGT401 Show leadership in the workplace

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBLDR411 Demonstrate leadership in the workplace	BSBMGT401 Show leadership in the workplace		Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMGT401 Show leadership in the workplace	BSBMGT401A Show leadership in the workplace	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBMGT401 Show leadership in the workplace

Modification History

N/A

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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBMGT402 Implement operational plan

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMGT402 Implement operational plan	BSBMGT402A Implement operational plan	Updated to meet Standards for Training Packages. Edits to clarify intent of Performance Criteria.	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBOPS402 Coordinate business operational plans	BSBMGT402 Implement operational plan		Not equivalent

Assessment Requirements for BSBMGT402 Implement operational plan

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBMGT403 Implement continuous improvement

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Implement continuous improvement systems and processes	1.1 Implement systems to ensure that 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 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 Communication	1.2, 1.3, 2.3	Participates in a variety of spoken exchanges with a range of audiences using structure and language to suit 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

BSBMGT403 Implement continuous improvement	BSBMGT403A Implement continuous improvement	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBST402 Implement continuous improvement	BSBMGT403 Implement continuous improvement		Equivalent

Assessment Requirements for BSBMGT403 Implement continuous improvement

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBMGT406 Plan and monitor continuous improvement

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

BSBMGT406 Plan and monitor continuous improvement	BSBMGT406A Plan and monitor continuous improvement	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBST402 Implement continuous improvement	BSBMGT406 Plan and monitor continuous improvement		Not equivalent

Assessment Requirements for BSBMGT406 Plan and monitor continuous improvement

Modification History

N/A

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.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBMGT502 Manage people performance

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Allocate work	1.1 Consult relevant groups and individuals on work to be allocated and resources available 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 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 variables impact on performance

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBLDR522 Manage people performance	BSBMGT502 Manage people performance		Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMGT502 Manage people performance	BSBMGT502B Manage people performance	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBMGT502 Manage people performance

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBMGT516 Facilitate continuous improvement

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

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 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 • 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMGT516 Facilitate continuous improvement	BSBMGT516C Facilitate continuous improvement	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBSTR502 Facilitate continuous improvement	BSBMGT516 Facilitate continuous improvement		Equivalent

Assessment Requirements for BSBMGT516 Facilitate continuous improvement

Modification History

N/A

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.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBMGT517 Manage operational plan

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBOPS502 Manage business operational plans	BSBMGT517 Manage operational plan		Equivalent

Assessment Requirements for BSBMGT517 Manage operational plan

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBMGT605 Provide leadership across the organisation

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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 • 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBLDR602 Provide leadership across the organisation	BSBMGT605 Provide leadership across the organisation		Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMGT605 Provide leadership across the organisation	BSBMGT605B Provide leadership across the organisation	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBMGT605 Provide leadership across the organisation

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBMGT608 Manage innovation and continuous improvement

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMGT608 Manage innovation and continuous improvement	BSBMGT608C Manage innovation and continuous improvement	Updated to meet Standards for Training Packages	Equivalent

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBSTR601 Manage innovation and continuous improvement	BSBMGT608 Manage innovation and continuous improvement		Equivalent

Assessment Requirements for BSBMGT608 Manage innovation and continuous improvement

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBMGT616 Develop and implement strategic plans

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

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 improvement • Applies problem solving processes to identify risks, evaluate options and determine solutions

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMGT616 Develop and implement strategic plans	BSBMGT616A Develop and implement strategic plans	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBST602 Develop organisational strategies	BSBMGT616 Develop and implement strategic plans		Equivalent

Assessment Requirements for BSBMGT616 Develop and implement strategic plans

Modification History

N/A

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:

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBMGT617 Develop and implement a business plan

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMGT617 Develop and implement a business plan	BSBMGT617A Develop and implement a business plan	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBOPS601 Develop and implement business plans	BSBMGT617 Develop and implement a business plan		Equivalent

Assessment Requirements for BSBMGT617 Develop and implement a business plan

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBMKG413 Promote products and services

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Business Development - Marketing

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMKG413 Promote products and services	BSBMKG413A Promote products and services	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMKG434 Promote products and services	BSBMKG413 Promote products and services		Equivalent

Assessment Requirements for BSBMKG413 Promote products and services

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBMKG501 Identify and evaluate marketing opportunities

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Business Development - Marketing

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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
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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMKG501 Identify and evaluate	BSBMKG501B Identify and evaluate	Updated to meet Standards for Training Packages	Equivalent

marketing opportunities	marketing opportunities		
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMKG541 Identify and evaluate marketing opportunities	BSBMKG501 Identify and evaluate marketing opportunities		Equivalent

Assessment Requirements for BSBMKG501 Identify and evaluate marketing opportunities

Modification History

N/A

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.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBMKG502 Establish and adjust the marketing mix

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Business Development - Marketing

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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, 3.1-3.5	Evaluates and comprehends textual information from a 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMKG502 Establish and adjust the marketing mix	BSBMKG502B Establish and adjust the marketing mix	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMKG542 Establish and monitor the marketing mix	BSBMKG502 Establish and adjust the marketing mix		Equivalent

Assessment Requirements for BSBMKG502 Establish and adjust the marketing mix

Modification History

N/A

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:

- office equipment and resources
- organisational and marketing strategic plans
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBMKG514 Implement and monitor marketing activities

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Business Development - Marketing

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

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, 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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMKG514 Implement and monitor marketing activities	BSBMKG514A Implement and monitor marketing activities	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMKG542 Establish and monitor the marketing mix	BSBMKG514 Implement and monitor marketing activities		Not equivalent

Assessment Requirements for BSBMKG514 Implement and monitor marketing activities

Modification History

N/A

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.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBMKG608 Develop organisational marketing objectives

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Business Development - Marketing

Elements and Performance Criteria

Element	Performance criteria

<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMKG608 Develop organisational marketing objectives	BSBMKG608A Develop organisational marketing objectives	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMKG621 Develop organisational marketing strategy	BSBMKG608 Develop organisational marketing objectives		Equivalent

Assessment Requirements for BSBMKG608 Develop organisational marketing objectives

Modification History

N/A

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
- relevant legislation, regulations, standards and codes
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBOPS401 Coordinate business resources

Modification History

N/A

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.

The unit applies to individuals with a broad knowledge of business resources and well-developed skills to ensure adequate resources are available to perform the work of the organisation. They may have responsibility to provide guidance to, or delegate aspects of these tasks to others.

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

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Business Competence - Business Operations

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Establish required resources	1.1 Identify resource requirements according to business and operational plans and organisational requirements

	1.2 Create opportunities for individuals and workgroups to contribute to the identification of resource requirements 1.3 Assess proposed efficiency of resource expenditure according to budget resources 1.4 Present recommendations on resource requirements using business equipment and technology
2. Acquire and allocate resources	2.1 Acquire physical resources and services according to organisational requirements 2.2 Check resources and confirm quality and quantity are in line with service agreements 2.3 Allocate resources according to operational plans 2.4 Consult with individuals and teams on allocation of resources
3. Evaluate resource allocation and usage	3.1 Assess resource planning against actual costs, identified shortfalls and surpluses 3.2 Identify potential improvements in resource planning through consultation and feedback 3.3 Develop methods of monitoring and reporting resource use against business and operational plans
4. Improve resource allocation and usage	4.1 Implement improvements in resource planning according to organisational requirements 4.2 Implement identified methods of monitoring resource use 4.3 Maintain records concerning equipment and resource purchases 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	Description
Reading	Identifies and interprets information from organisational plans, policies and procedures

Writing	Develops a range of documents using structure and vocabulary appropriate to audience, context and purpose
Oral communication	Participates in spoken interactions using active listening and questioning to confirm and clarify understanding
Numeracy	- Interprets a range of mathematical information that is embedded in familiar texts - Calculates and compares numeric data to track expenditure
Initiative and enterprise	Identifies and responds to explicit and implicit organisational procedures and protocols and regulatory requirements
Teamwork	- 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
Planning and organising	- Applies formal processes when planning complex tasks, producing plans with logically sequenced steps, reflecting an awareness of time constraints - Identifies and takes responsibility for addressing predictable problems in familiar work contexts - Assess impacts of variables on decision outcomes to identify improvement opportunities
Technology	Utilises a range of features within digital applications to access, store and share information

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBOPS401 Coordinate business resources	BSBADM301 Produce texts from shorthand notes		Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence

BSBOPS401 Coordinate business resources	BSBADM302 Produce texts from notes		Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBOPS401 Coordinate business resources	BSBADM303 Produce texts from audio transcription		Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBOPS401 Coordinate business resources	BSBADM401 Produce complex texts from shorthand notes		Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBOPS401 Coordinate business resources	BSBADM406 Organise business travel		Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBOPS401 Coordinate business resources	BSBADM409 Coordinate business resources		Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBOPS401 Coordinate business resources	BSBADM411 Produce complex texts from audio transcription		Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBOPS401 Coordinate business resources	BSBCUE403 Schedule customer engagement activity		Not equivalent

Assessment Requirements for BSBOPS401 Coordinate business resources

Modification History

N/A

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- coordinate at least three business resources.

In the course of the above, the candidate must:

- calculate and assess costs in relation to use and maintenance of business resources
- develop and present resource requirement recommendations
- consult and communicate with individuals and teams about acquiring and using resources
- monitor and assess resource acquisition, allocation, use and procedures
- follow organisational policies and procedures in relation to business resource acquisition and monitoring and maintaining records.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- functions of common business resources used in an organisation, including, organisational policies, plans and procedures in relation to business resource acquisition and monitoring
- method and format for developing recommendations on resource requirements
- organisational procedures for sourcing, assessing and costing business resources
- methods for analysing and incorporating feedback on effectiveness resource planning, monitoring resource use
- methods to implement organisational changes to resource planning and resource use.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- records concerning equipment and resource purchases

- organisational policies, procedures and operational plans.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBPEF402 Develop personal work priorities

Modification History

N/A

Application

This unit describes the skills and knowledge required to plan and prioritise own work tasks. It also addresses the skills and knowledge to monitor and obtain feedback on personal work performance.

The 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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Critical Thinking & Problem Solving - Personal Effectiveness

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan personal work schedule	1.1 Identify task requirements 1.2 Identify own accountabilities in line with task requirements

	1.3 Assess barriers for performance of personal accountabilities 1.4 Develop a personal work schedule
2. Implement personal work schedule	2.1 Communicate personal work schedule to relevant personnel 2.2 Monitor own performance according to personal work schedule 2.3 Document variations between expected and actual work performance according to task requirements and communicate to relevant personnel
3. Review personal work priorities	3.1 Seek and evaluate feedback from relevant stakeholders on own work performance 3.2 Analyse variations between expected and actual work performance 3.3 Update personal work schedule according to internal and external feedback and changes in circumstances

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Learning	Develops strategies to reflect on own performance and obtain feedback
Reading	Identifies and applies textual information from relevant sources to understand organisation's policies and practices
Writing	Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Numeracy	Analyses numerical information related work accountabilities
Enterprise and initiative	Identifies and understands roles and responsibilities in relation to organisational objectives, policies and procedures
Planning and organising	Plans, organises and implements tasks to meet organisational requirements

	• Uses the main features and functions of digital technologies and tools to complete work tasks efficiently and effectively

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBP402 Develop personal work priorities	BSBSMB408 Manage personal, family, cultural and business obligations		Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBP402 Develop personal work priorities	BSBWOR404 Develop work priorities		Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBP402 Develop personal work priorities	BSBWOR424 Develop a time management plan		Not equivalent

Assessment Requirements for BSBPEF402 Develop personal work priorities

Modification History

N/A

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop, implement and review one personal work schedule.

In the course of the above, the candidate must:

- identify personal responsibilities and barriers to their fulfilment according to task requirements
- prepare a personal work schedule
- communicate work schedule to relevant personnel
- monitor personal work performance to identify variations between expected and actual work performance
- review own work performance against workgroup objectives through self-assessment and seeking and acting on feedback from internal and external stakeholders.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- content of work plans including:
 - resource requirements
 - stakeholder needs
 - workgroup targets
- business technology applications to schedule tasks and plan work
- methods of personal work performance review including:
 - self-assessment
 - feedback from others
- techniques to prepare personal plans and establish priorities
- methods to elicit, analyse and interpret feedback.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to challenges and situations to demonstrate the application of performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBPMG522 Undertake project work

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Project Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

	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 opportunities for improvement • Uses digital technologies and applications to access, organise and share information

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBPMG430 Undertake project work	BSBPMG522 Undertake project work		Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBPMG522 Undertake project work	BSBPMG522A Undertake project work	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBPMG522 Undertake project work

Modification History

N/A

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:

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBPUB402 Develop public relations campaigns

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Business Development - Public Relations

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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
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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBMKG441 Develop public relations documents	BSBPUB402 Develop public relations campaigns		Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBPUB402 Develop public relations campaigns	BSBPUB402A Develop public relations campaigns	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBPUB402 Develop public relations campaigns

Modification History

N/A

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.

Assessors must satisfy NVR/AQTF assessor requirements

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBPUR501 Develop, implement and review purchasing strategies

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Administration - Purchasing and Contracting

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine purchasing objectives	1.1 Research and analyse the suitability of industry benchmarks for 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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBPRC501 Manage procurement strategies	BSBPUR501 Develop, implement and review purchasing strategies		Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBPUR501 Develop, implement and review purchasing strategies	BSBPUR501C Develop, implement and review purchasing strategies	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBPUR501 Develop, implement and review purchasing strategies

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBRES401 Analyse and present research information

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Knowledge management - research

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBRES401 Analyse and present research information	BSBRES401A Analyse and present research information	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBRES411 Analyse and present research information	BSBRES401 Analyse and present research information		Equivalent

Assessment Requirements for BSBRES401 Analyse and present research information

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBRKG301 Control records

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Knowledge Management - Recordkeeping

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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
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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBINS308 Control records	BSBRKG301 Control records		Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBRKG301 Control records	BSBRKG301B Control records	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBRKG301 Control records

Modification History

N/A

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.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBRKG303 Retrieve information from records

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Knowledge Management - Recordkeeping

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBINS307 Retrieve information from records	BSBRKG303 Retrieve information from records		Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBRKG303 Retrieve information from records	BSBRKG303B Retrieve information from records	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBRKG303 Retrieve information from records

Modification History

N/A

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
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBRKG401 Review the status of a record

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Knowledge Management - Recordkeeping

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 conditions	2.1 Identify disposal authority, disposal class references and any access and security conditions for records, in accordance with 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, 3.1, 3.3, 4.2-4.4	• Develops documents using industry specific language and required formats • 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

BSBINS408 Provide information from and about records	BSBRKG401 Review the status of a record		Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBRKG401 Review the status of a record	BSBRKG401B Review the status of a record	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBRKG401 Review the status of a record

Modification History

N/A

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:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBRKG402 Provide information from and about records

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Knowledge Management - Recordkeeping

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBINS408 Provide information from and about records	BSBRKG402 Provide information from and about records		Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence

BSBRKG402 Provide information from and about records	BSBRKG402B Provide information from and about records	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBRKG402 Provide information from and about records

Modification History

N/A

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:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBRKG403 Set up a business or records system for a small business

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Knowledge Management - Recordkeeping

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine recordkeeping requirements	1.1 Identify and document core business, supporting activities, resources, and 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 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.

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBINS410 Implement records systems for small business	BSBRKG403 Set up a business or records system for a small business		Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBRKG403 Set up a business or records system for a small business	BSBRKG403C Set up a business or records system for a small business	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBRKG403 Set up a business or records system for a small business

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBRKG502 Manage and monitor business or records systems

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Knowledge Management - Recordkeeping

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBINS512 Monitor business records systems	BSBRKG502 Manage and monitor business or records systems		Equivalent

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBRKG502 Manage and monitor business or records systems	BSBRKG502B Manage and monitor business or records systems	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBRKG502 Manage and monitor business or records systems

Modification History

N/A

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:

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBRKG505 Document or reconstruct a business or records system

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Knowledge Management - Recordkeeping

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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.

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBINS512 Monitor business records systems	BSBRKG505 Document or reconstruct a business or records system		Not equivalent

Current Code and Title	Previous Code and Title	Comments	Equivalence
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

Assessment Requirements for BSBRKG505 Document or reconstruct a business or records system

Modification History

N/A

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
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBRSK501 Manage risk

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Regulation Licensing and Risk - Risk Management

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBOPS504 Manage business risk	BSBRSK501 Manage risk		Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBRSK501 Manage risk	BSBRSK501B Manage risk	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBRSK501 Manage risk

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBSMB401 Establish legal and risk management requirements of small business

Modification History

N/A

Application

This unit describes the skills and knowledge required to identify and comply with all regulations affecting the business.

It applies to individuals operating a small business who use analytical skills to interpret legislation and regulations and develop procedures to manage compliance.

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

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Small and Micro Business

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 legislation, codes and regulatory requirements	2.1 Establish systems to ensure legal rights and responsibilities of the business are identified and the business is adequately protected, specifically in relation to work health and safety (WHS), 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 and 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 options for leasing or ownership of business premises and complete contractual arrangements in accordance with the business plan
4. Identify and treat business risks	4.1 identify potential internal and external risks to the business 4.2 assess the probability and impact of identified risks 4.3 prioritise risks for treatment 4.4 develop actions to mitigate risks including identifying insurance requirements and adequate cover

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, 3.1, 3.3, 3.5	Prepares written reports and workplace documentation that communicate complex information clearly and 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 tone and 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	- Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency - Implements actions as per plan, making adjustments if necessary and addressing unexpected issues - Understands importance of secure information and privacy 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 constraints into account

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBESB402 Establish legal and risk management requirements of new business ventures	BSBSMB401 Establish legal and risk management requirements of small business		Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
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

Assessment Requirements for BSBSMB401 Establish legal and risk management requirements of small business

Modification History

N/A

Performance Evidence

Evidence of the ability to:

- demonstrate a systematic approach to identifying, managing and meeting legal and regulatory requirements, specifically in regard to WHS, business registration and environmental requirements
- ensure compliance, by:
 - following taxation and industrial relations 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
 - identifying options of leasing or ownership of business premises.
- Identify, assess and treat risks specific to the business including
 - prioritising risks with highest probability of occurrence and greatest negative impact on the business
 - identifying insurance 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 business registration and licensing requirements
- identify all government legislative requirements relating to the specific business operation
- explain creation and termination of relevant legal contracts
- 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
- outline the key steps in the risk management process
- 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
- business technology including internet access
- specialist software for analysis of data
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies, or where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBSMB402 Plan small business finances

Modification History

N/A

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 and interpret financial data.

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

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Small and Micro Business

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify costs, calculate prices and prepare profit statement	1.1 Identify and document costs associated with production and delivery of business products and 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 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 or 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

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 tone and 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 complex activities, including implementing and monitoring 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBESB403 Plan finances for new business ventures	BSBSMB402 Plan small business finances		Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBSMB402 Plan small business finances	BSBSMB402A Plan small business finances	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBSMB402 Plan small business finances

Modification History

N/A

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 financial 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 or 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
- explain relevant accounting terminology
- describe working capital cycles.

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:

- software for financial calculations
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies or where possible, real situations.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBSMB403 Market the small business

Modification History

N/A

Application

This unit describes the skills and knowledge required to monitor and improve business performance via a clear marketing strategy integrated into 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.

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

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Small and Micro Business

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 Conduct a competitor analysis to inform development of marketing strategies 1.4 Determine marketing objectives in consultation with relevant people and in accordance with the business plan 1.5 Ensure strategies are ethically and culturally appropriate and aligned with customer and industry expectations
2. Determine a marketing mix for the business	2.1 Assess product mix, volumes and pricing opportunities to determine marketing focus and optimise profit 2.2 Evaluate costs and benefits of using different distribution channels or providing different levels of customer service, and consider results in determining marketing mix 2.3 Determine marketing and promotional activities including the role of digital engagement to suit target market 2.4 Consider the customer journey and conversations in determining marketing mix
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 marketing activities, in accordance with marketing objectives and budgetary requirements 3.3 Consider digital devices, platforms and technologies for effectiveness in implementing marketing activities
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 and expectations in both on-line and off-line environments to identify opportunities for change and improvement 4.6 Identify and respond to opportunities to aid business development through new technologies and different ways of marketing

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, 2.2-2.4, 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	- Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency - 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBESB404 Market new business ventures	BSBSMB403 Market the small business		Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBSMB403 Market the small business	BSBSMB403A Market the small business	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBSMB403 Market the small business

Modification History

N/A

Performance Evidence

Evidence of the ability to:

- determine marketing activity focus in line with objectives of the business plan
- 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
- identify marketing opportunities in the digital environment
- develop approaches to engage, respond and monitor customers in the digital space
- 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
- compare current digital devices, platforms and technologies for effectiveness in achieving marketing objectives
- outline methods of monitoring customer satisfaction

- identify relevant market analysis and research
- provide a detailed explanation of relevant marketing concepts and methods.

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:

- business technology
- software for analysis of data
- workplace documents and case studies or where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBSMB404 Undertake small business planning

Modification History

N/A

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.

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

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Small and Micro Business

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 work health and safety (WHS), in accordance with business goals and objectives 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 or means of production or operation from production or operations plan to conform with business goals and objectives 2.6 Identify staffing requirements to effectively produce or deliver products and services 2.7 Identify, assess and prioritise internal and external risks 2.8 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	1.1, 3.1	Articulates ideas and requirements clearly and creatively based on techniques appropriate to assess business performance

Numeracy	2.2, 2.3, 2.5-2.7	Interprets numerical information to determine prospective markets, resource allocations and business profits/losses
Navigate the world of work	2.1, 3.2	Appreciates implications of legal and regulatory responsibilities related to own work
Interact with others	3.1	Looks for strengths in others, finding ways of working with and building on these and sharing own knowledge and experience freely
Get the work done	1.1, 1.2, 2.1-2.7, 3.2, 3.3	- Uses a combination of formal, logical planning processes and an increasingly intuitive understanding of context to identify relevant information and to evaluate alternative 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBESB401 Research and develop business plans	BSBSMB404 Undertake small business planning		Equivalent

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBSMB404 Undertake small business planning	BSBSMB404A Undertake small business planning	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBSMB404 Undertake small business planning

Modification History

N/A

Performance Evidence

Evidence of the ability to:

- develop a business plan which provides for finance, marketing and provision of products or services to facilitate all business goals and objectives
- identify and plan all work health and safety (WHS) and duty of care responsibilities
- identify and assess internal and external risks to the business
- 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 all government legislative requirements relating to business operation, especially in regard to WHS and environmental issues, equal employment opportunity, industrial relations and anti-discrimination
- 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 small business planning
- outline common risks particular to the small business type or industry
- explain reasons for, and benefits of, business planning
- clarify relevant industry codes of practice
- outline setting goals and objectives
- explain types of business planning – feasibility studies; strategic, operational, financial and marketing planning.

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:

- business equipment and resources
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies or where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBSMB405 Monitor and manage small business operations

Modification History

N/A

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 use problem-solving skills and take responsibility for developing approaches to manage business operations.

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

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Small and Micro Business

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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

	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 or targets to monitor business performance and customer satisfaction 2.2 Implement systems to control stock, expenditure or cost, wastage or 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 or services in accordance with established legal, ethical cultural and technical standards 2.5 Provide goods or services in accordance with time, cost and quality specifications, and customer requirements 2.6 Apply quality procedures to address product or service and customer requirements
3. Monitor business performance	3.1 Regularly monitor and 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

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	- Monitors adherence to organisational policies and procedures and considers own role for its contribution to broader goals of the work environment - 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	- Reflects on how digital systems and tools are used or could be used to achieve work goals, and begins to recognise strategic and operational applications - Identifies concepts, principles and features of approaches in use in other contexts and considers how these may suit own situation - Develops plans to manage relatively complex, non-routine tasks with an awareness of how they may contribute to longer-term operational and strategic goals

		• Uses each experience to reflect on how variables impact decision outcomes, and to gain insights into what constitutes 'good' judgement and an effective decision in different contexts • Recognises and addresses some unfamiliar problems of increasing complexity within own scope

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBSMB405 Monitor and manage small business operations	BSBSMB405B Monitor and manage small business operations	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBSMB420 Evaluate and develop small business operations	BSBSMB405 Monitor and manage small business operations		Equivalent

Assessment Requirements for BSBSMB405 Monitor and manage small business operations

Modification History

N/A

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:

- summarise relevant industry codes of practice
- explain methods for implementing operation and revenue control systems
- summarise methods for monitoring performance and implementing improvements
- 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
- summarise relevant performance measures
- discuss role of innovation

- 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:

- business equipment and resources
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies or possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBSMB406 Manage small business finances

Modification History

N/A

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 interpret financial reports and other numerical data to develop financial management strategies.

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

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Management and Leadership - Small and Micro Business

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Implement financial plan	1.1 Identify financial information requirements and obtain specialist services, as required, to profitably operate the business in accordance with the business plan

	1.2 Produce financial budgets or 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 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 or 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, 2.1	Articulates clearly using specific and relevant language suitable to audience to convey requirements, and employs listening and

		questioning techniques to confirm understanding • Participates in verbal negotiations using tone and language suitable to audience
Numeracy	1.1-1.5, 2.1, 2.3, 2.4	• Interprets numerical information to calculate all relevant financial information
Navigate the world of work	1.2, 1.4	• Appreciates implications of legal and regulatory responsibilities related to own work
Interact with others	1.7, 2.1	• Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.1, 1.2, 1.4-1.6, 2.2, 2.4	• Develops plans to manage relatively complex, non-routine tasks with an awareness of how they may contribute to longer-term operational and strategic goals • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account • Uses formal and informal processes to monitor implementation of ideas and reflect on outcomes

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBSMB406 Manage small business finances	BSBSMB406A Manage small business finances	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence

BSBSMB421 Manage small business finances	BSBSMB406 Manage small business finances		Equivalent

Assessment Requirements for BSBSMB406 Manage small business finances

Modification History

N/A

Performance Evidence

Evidence of the ability to:

- operate the business according to the business plan, including:
 - adhering to legal requirements
 - meeting requirements of financial backers
 - defining strategies for debt collection and contingencies for debtors
 - managing cash flow
 - defining key performance indicators
 - communicating with relevant people
- 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
- outline debt collection procedures or strategies
- characterise principles for preparing profit and loss statements and their interpretation
- discuss stock records and stock control relevant to the business.

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:

- business equipment and resources
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies or where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBSUS201 Participate in environmentally sustainable work practices

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Industry Capability - Sustainability

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 done	1.1-1.4, 3.1, 3.3	• Implements actions as per plan, taking some responsibility for sequencing and timing of tasks • Uses main features and functions of digital tools to complete work tasks and access information • Analyses current practices to identify opportunities for improvement.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBSUS201 Participate in environmentally sustainable work practices	BSBSUS201A Participate in environmentally sustainable work practices	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBSUS211 Participate in sustainable work practices	BSBSUS201 Participate in environmentally sustainable work practices		Equivalent

Assessment Requirements for BSBSUS201 Participate in environmentally sustainable work practices

Modification History

N/A

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
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBSUS501 Develop workplace policy and procedures for sustainability

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Industry Capability - Sustainability

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBSUS501 Develop workplace policy and procedures for sustainability	BSBSUS501A Develop workplace policy and procedures for sustainability	Updated to meet Standards for Training Packages Minor edits to clarify performance criteria	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBSUS511 Develop workplace policies and procedures for sustainability	BSBSUS501 Develop workplace policy and procedures for sustainability		Equivalent

Assessment Requirements for BSBSUS501 Develop workplace policy and procedures for sustainability

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBTEC201 Use business software applications

Modification History

N/A

Application

This unit describes the skills and knowledge required to select and use software and organise electronic information and data.

The unit applies to those who use 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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Digital Competence - Technology Use

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Select and prepare to use technology	1.1 Identify task purpose, audience, format and presentation requirements, and clarify with relevant personnel, where required 1.2 Select relevant technology and software applications to achieve requirements of the task

	1.3 Adjust workspace, furniture and equipment to suit own ergonomic requirements
2. Input and process information or data	2.1 Identify and open application, according to task and organisational requirements 2.2 Enter information or data into application according to organisational requirements 2.3 Ensure information or data is checked and amended according to organisational and task requirements 2.4 Format information or data using appropriate application functions according to organisational and task requirements 2.5 Use relevant help functions to overcome simple issues
3. Finalise and store document	3.1 Review and edit final information or data, and prepare for storage in accordance with organisational and task requirements 3.2 Name and store document and exit application

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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	DESCRIPTION
Reading	Recognises and interprets information from familiar sources to determine job role and task requirements
Writing	- Produces and amends files to meet task and organisational requirements - Completes required documentation using organisational formats

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

BSBTEC201 Use business software applications	BSBCUE301 Use multiple information systems		Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBTEC201 Use business software applications	BSBITU211 Produce digital text documents		Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBTEC201 Use business software applications	BSBITU212 Create and use spreadsheets		Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBTEC201 Use business software applications	BSBWOR204 Use business technology		Equivalent

Assessment Requirements for BSBTEC201 Use business software applications

Modification History

N/A

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- select and use at least three business software applications on two occasions each.

In the course of the above, the candidate must:

- select and use technology safely and according to organisational requirements
- identify and address faults according to requirements.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key features of:
 - organisation's work health and safety requirements relevant to own role
 - organisation's requirements for file naming and storage
 - applications used for organising electronic information and data.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace equipment and resources
- electronic files, information and data
- workplace documentation.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBWOR202 Organise and complete daily work activities

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Industry Capability - Workplace Effectiveness

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 done	1.1, 1.3, 2.1-2.4, 3.2, 3.3	- Prioritises work and completes activities within designated timeframes - Identifies and solves routine problems - Selects and uses appropriate digital tools to complete tasks

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBPPEF202 Plan and apply time management	BSBWOR202 Organise and complete daily work activities		Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBWOR202 Organise and complete daily work activities	BSBWOR202A Organise and complete daily work activities	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBWOR202 Organise and complete daily work activities

Modification History

N/A

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.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBWOR203 Work effectively with others

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Industry Capability - Workplace Effectiveness

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBTWK201 Work effectively with others	BSBWOR203 Work effectively with others		Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBWOR203 Work effectively with others	BSBWOR203B Work effectively with others	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBWOR203 Work effectively with others

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBWOR204 Use business technology

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Industry Capability - Workplace Effectiveness

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 data	2.1 Identify, open, generate or amend files and records according 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBTEC201 Use business software applications	BSBWOR204 Use business technology		Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBWOR204 Use business technology	BSBWOR204A Use business technology	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBWOR204 Use business technology

Modification History

N/A

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
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBWOR301 Organise personal work priorities and development

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Industry Capability - Workplace Effectiveness

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBPEF301 Organise personal work priorities	BSBWOR301 Organise personal		Equivalent

	work priorities and development		
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBWOR301 Organise personal work priorities and development	BSBWOR301B Organise personal work priorities and development	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBWOR301 Organise personal work priorities and development

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBWOR404 Develop work priorities

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Industry Capability - Workplace Effectiveness

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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

	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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

BSBP402 Develop personal work priorities	BSBWOR404 Develop work priorities		Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBWOR404 Develop work priorities	BSBWOR404B Develop work priorities	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBWOR404 Develop work priorities

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBWOR502 Lead and manage team effectiveness

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Industry Capability - Workplace Effectiveness

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBTWK502 Manage team effectiveness	BSBWOR502 Lead and manage team effectiveness		Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBWOR502 Lead and manage team effectiveness	BSBWOR502B Ensure team effectiveness	Updated to meet Standards for Training Packages Title change	Equivalent

Assessment Requirements for BSBWOR502 Lead and manage team effectiveness

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBWRK411 Support employee and industrial relations procedures

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce Development - Workplace Relations

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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	Description

	Criteria	
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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBHRM412 Support employee and industrial relations	BSBWRK411 Support employee and industrial relations procedures		Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBWRK411 Support employee and industrial relations procedures	BSBWRK411A Support employee and industrial relations procedures	Updated to meet Standards for Training Packages	Equivalent

Assessment Requirements for BSBWRK411 Support employee and industrial relations procedures

Modification History

N/A

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
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

BSBWRK510 Manage employee relations

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Workforce Development - Workplace Relations

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBWRK510 Manage employee relations	BSBWRK510A Manage employee relations	Updated to meet Standards for Training Packages Minor edits to clarify intent of Performance Criteria	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
BSBWRK520 Manage employee relations	BSBWRK510 Manage employee relations		Equivalent

Assessment Requirements for BSBWRK510 Manage employee relations

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>.

CHCADV005 Provide systems advocacy services

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria specify the performance needed to demonstrate achievement of the element</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCADV005 Provide systems advocacy services	CHCAD603B Provide systems advocacy services	Significant changes to performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent

Assessment Requirements for CHCADV005 Provide systems advocacy services

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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:
 - 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCAGE001 Facilitate the empowerment of older people

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCAGE001 Facilitate the empowerment of older people	CHCAC318B Work effectively with older people	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS038 Facilitate the empowerment of people receiving support	CHCAGE001 Facilitate the empowerment of older people	Non Equivalent. Merge of current CHCAGE001 and CHCDIS007 to meet industry expectations	Not equivalent

		and reduce duplication.	

Assessment Requirements for CHCAGE001 Facilitate the empowerment of older people

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCAGE005 Provide support to people living with dementia

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare to provide support to those affected by dementia	1.1 Apply person-centred care approaches to all 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCAGE005 Provide support to people living with dementia	CHCAC319A Provide support to people living with dementia	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 CHCAC416A and CHCAC319A. Significant change to the elements and performance criteria. New evidence requirements for	Not equivalent

		assessment including volume and frequency requirements. Significant changes to knowledge evidence.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCAGE005 Provide support to people living with dementia	CHCAC416A Facilitate support responsive to the specific nature of dementia	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 CHCAC416A 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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCAGE011 Provide support to people living with dementia	CHCAGE005 Provide support to people living with dementia	Non Equivalent. Major changes to Elements, Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions to reflect changed industry expectations.	Not equivalent

Assessment Requirements for CHCAGE005 Provide support to people living with dementia

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - excessive alcohol intake or Korsakov Syndrome
 - fronto temporal lobar degeneration (FTLD) 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

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCAOD001 Work in an alcohol and other drugs context

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

CHCAOD001 Work in an alcohol and other drugs context	CHCAOD201D Prepare for alcohol and other drugs work	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 and CHCAOD402B. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCAOD001 Work in an alcohol and other drugs context	CHCAOD402B Work effectively in the alcohol and other drugs sector	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 and CHCAOD402B. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.	Not equivalent

Assessment Requirements for CHCAOD001 Work in an alcohol and other drugs context

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCAOD002 Work with clients who are intoxicated

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCAOD002 Work with clients who are intoxicated	CHCAOD406E Work with clients who are intoxicated	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.	Not equivalent

Assessment Requirements for CHCAOD002 Work with clients who are intoxicated

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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
 - 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:

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCAOD003 Provide needle and syringe services

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

CHCAOD003 Provide needle and syringe services	CHCAOD407E Provide needle and syringe services	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.	Not equivalent

Assessment Requirements for CHCAOD003 Provide needle and syringe services

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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
 - 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:

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCAOD004 Assess needs of clients with alcohol and other drugs issues

Modification History

N/A

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

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>

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 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 professionals 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 for referral	4.1 Identify client issues that are outside the scope of the 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCAOD004 Assess needs of clients with alcohol and other drugs issues	CHCAOD408B Assess needs of clients with alcohol and-or other drugs issues	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.	Not equivalent

Assessment Requirements for CHCAOD004 Assess needs of clients with alcohol and other drugs issues

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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

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
 - 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
 - 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCAOD005 Provide alcohol and other drugs withdrawal services

Modification History

N/A

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

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCAOD005 Provide alcohol and other drugs withdrawal services	CHCAOD409E Provide alcohol and-or other drug withdrawal services	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.	Not equivalent

Assessment Requirements for CHCAOD005 Provide alcohol and other drugs withdrawal services

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

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

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCAOD008 Provide advanced interventions to meet the needs of clients with alcohol and other drugs issues	CHCAOD511C Provide advanced interventions to meet the needs of clients with alcohol and-or other drug issues	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.	Not equivalent

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

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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

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:
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCCS001 Address the needs of people with chronic disease

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS001 Address the needs of people with chronic disease	CHCICS408B Provide support to people with chronic disease	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS001 Address the needs of people with chronic disease	HLTCOM510B Provide services to clients with chronic diseases or conditions	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.	Not equivalent

Assessment Requirements for CHCCCS001 Address the needs of people with chronic disease

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCCS002 Assist with movement

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS002 Assist with movement	HLTCSD305D Assist with client movement	This version was released in CHC Community Services Training Package	Not equivalent

		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.	

Assessment Requirements for CHCCCS002 Assist with movement

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:
 - 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCCS003 Increase the safety of individuals at risk of suicide

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS003 Increase the safety of individuals at risk of suicide	CHCCS521B Assess and respond to individuals at risk of suicide	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.	Not equivalent

		Significant changes to knowledge evidence.	

Assessment Requirements for CHCCCS003 Increase the safety of individuals at risk of suicide

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCCS004 Assess co-existing needs

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS004 Assess co-existing needs	CHCCS416B Assess and provide services for clients with complex needs	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS004 Assess co-existing needs	CHCCS500B Conduct complex assessment and referral	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	Not equivalent

		performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS004 Assess co-existing needs	CHCCS504B Provide services to clients with complex needs	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.	Not equivalent

Assessment Requirements for CHCCCS004 Assess co-existing needs

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCCS006 Facilitate individual service planning and delivery

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS006 Facilitate individual service planning and delivery	CHCICS402B Facilitate individualised plans	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages.	Not equivalent

		Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	

Assessment Requirements for CHCCCS006 Facilitate individual service planning and delivery

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCCS007 Develop and implement service programs

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS007 Develop and implement service programs	CHCCS503B Develop, implement and review services and programs to meet client needs	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.	Not equivalent

Assessment Requirements for CHCCCS007 Develop and implement service programs

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCCS009 Facilitate responsible behaviour

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS009 Facilitate responsible behaviour	CHCCS401C Facilitate responsible behaviour	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.	Not equivalent

Assessment Requirements for CHCCCS009 Facilitate responsible behaviour

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCCS010 Maintain a high standard of service

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS010 Maintain a high standard of service	HLTCSD201D Maintain high standard of client service	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.	Not equivalent

Assessment Requirements for CHCCCS010 Maintain a high standard of service

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCCS012 Prepare and maintain beds

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS012 Prepare and maintain beds	HLTCSD203D Prepare and maintain beds	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.	Not equivalent

Assessment Requirements for CHCCCS012 Prepare and maintain beds

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCCS014 Provide brief interventions

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS014 Provide brief interventions	CHCCS403C Provide brief intervention	This version was released in CHC	Not equivalent

		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.	

Assessment Requirements for CHCCCS014 Provide brief interventions

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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:
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCCS015 Provide individualised support

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS015 Provide individualised support	CHCICS302B Participate in the implementation of individualised plans	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	Not equivalent

		frequency requirements. Significant changes to knowledge evidence.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS015 Provide individualised support	HLTCSD304D Support the care of clients	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS031 Provide individualised support	CHCCCS015 Provide individualised support	Non Equivalent. Merge of current units CHCCCS011 and CHCCCS015 to meet industry expectations and reduce duplication.	Not equivalent

Assessment Requirements for CHCCCS015 Provide individualised support

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCCS016 Respond to client needs

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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
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.

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS016 Respond to client needs		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for CHCCCS016 Respond to client needs

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCCS017 Provide loss and grief support

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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
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

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS017 Provide loss and grief support	CHCCS426B Provide support and care relating to loss and grief	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.	Not equivalent

Assessment Requirements for CHCCCS017 Provide loss and grief support

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:
 - 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCCS019 Recognise and respond to crisis situations

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS019 Recognise and respond to crisis situations	CHCCS514B Recognise and respond to individuals at risk	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.	Not equivalent

Assessment Requirements for CHCCCS019 Recognise and respond to crisis situations

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCCS020 Respond effectively to behaviours of concern

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

CHCCCS020 Respond effectively to behaviours of concern	HLTCSD306D Respond effectively to behaviours of concern	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.	Not equivalent

Assessment Requirements for CHCCCS020 Respond effectively to behaviours of concern

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCCS023 Support independence and wellbeing

Modification History

N/A

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 .

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS023 Support independence and wellbeing	CHCICS303A Support individual health and emotional well being	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the	Not equivalent

		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.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS023 Support independence and wellbeing	CHCICS406B Support client self-management	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence

CHCCCS040 Support independence and wellbeing	CHCCCS023 Support independence and wellbeing	Equivalent. Minor changes to Performance Criteria, Performance Evidence and Knowledge Evidence.	Equivalent

Assessment Requirements for CHCCCS023 Support independence and wellbeing

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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
- 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

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCCS026 Transport individuals

Modification History

N/A

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 .

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS026 Transport individuals	HLTCSD208D Transport clients	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the	Not equivalent

		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.	

Assessment Requirements for CHCCCS026 Transport individuals

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCCS027 Visit client residence

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS027 Visit client residence	CHCCH522B Undertake outreach work	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS027 Visit client residence	HLTRAH302C Undertake home visits	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	Not equivalent

		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.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS037 Visit client residence	CHCCCS027 Visit client residence	Equivalent. Minor changes to Performance Criteria, Performance Evidence and Knowledge Evidence.	Equivalent

Assessment Requirements for CHCCCS027 Visit client residence

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCCS028 Provide client-centred support to people in crisis

Modification History

N/A

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

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS028 Provide client-centred support to people in crisis	CHCTC302B Provide client-centred telephone counselling	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. Minimum work hours added.	Not equivalent

Assessment Requirements for CHCCCS028 Provide client-centred support to people in crisis

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCDE001 Support participative planning processes

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE001 Support participative planning processes	CHCCD401E Support community participation	This version was released in CHC Community Services Training Package	Not equivalent

		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.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE017 Support collaborative planning processes	CHCCDE001 Support participative planning processes	Non equivalent. Unit Code and Title changed. Changes to Application. Changes and additions to Elements, Performance Criteria, Performance Evidence, Knowledge Evidence. Changes to Assessment Conditions.	Not equivalent

Assessment Requirements for CHCCDE001 Support participative planning processes

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCDE002 Develop and implement community programs

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE002 Develop and implement community programs	CHCCD404E Develop and implement community programs	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	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE018 Develop and implement community programs	CHCCDE002 Develop and implement community programs	Non equivalent. Unit Code changed. Changes to Application. Changes and additions to Performance Criteria, Performance Evidence, Knowledge Evidence. Changes to Assessment Conditions.	Not equivalent

Assessment Requirements for CHCCDE002 Develop and implement community programs

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCDE003 Work within a community development framework

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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

	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 unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE003 Work within a community development framework	CHCCD412B Work within a community development framework	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	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE019 Work within a community development framework	CHCCDE003 Work within a community development framework	Non equivalent. Unit Code changed. Word changes to Application. Changes and additions to Performance Criteria, Knowledge Evidence. Changes to Assessment Conditions.	Not equivalent

Assessment Requirements for CHCCDE003 Work within a community development framework

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCDE004 Implement participation and engagement strategies

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 priorities

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE004 Implement	CHCCD413E Work within specific communities	This version was released in CHC Community Services Training Package	Not equivalent

participation and engagement strategies		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.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE020 Implement participation and engagement strategies	CHCCDE004 Implement participation and engagement strategies	Non equivalent. Unit Code changed. Word changes to Application. Changes and additions to Performance Criteria and Knowledge Evidence. Changes to Assessment Conditions.	Not equivalent

Assessment Requirements for CHCCDE004 Implement participation and engagement strategies

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCDE005 Develop and support relevant community resources

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE005 Develop and support relevant community resources	CHCCD505E Develop community resources	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE021 Develop and support community resources	CHCCDE005 Develop and support relevant community resources	Equivalent. Unit Code and Title changed. Minor changes to Application. Minor changes to Performance Criteria. Minor changes to Performance Evidence. Additions to Knowledge Evidence. Changes to Assessment Conditions.	Equivalent

Assessment Requirements for CHCCDE005 Develop and support relevant community resources

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCDE007 Develop and provide community projects

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE007 Develop and provide community projects	CHCCD402B Develop and provide community education projects	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	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE023 Develop and deliver community projects	CHCCDE007 Develop and provide community projects	Equivalent. Unit Code and Title changed. Changes to Application. Changes and additions to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence. Changes to Assessment Conditions.	Equivalent

Assessment Requirements for CHCCDE007 Develop and provide community projects

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCDE008 Support community action

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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

	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE008 Support community action	CHCCD508D Support community action	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the	Not equivalent

		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	
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE024 Support community action	CHCCDE008 Support community action	Equivalent. Unit Code changed. Minor changes to Application. Changes and additions to Performance Criteria. Minor change to Performance Evidence. Additions to Knowledge Evidence. Changes to Assessment Conditions.	Equivalent

Assessment Requirements for CHCCDE008 Support community action

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCDE009 Develop and support community leadership

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE009 Develop and support community leadership	CHCCD509C Support community leadership	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 in knowledge evidence.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE025 Develop and support community leadership	CHCCDE009 Develop and support community leadership	Equivalent. Unit Code changed. Minor changes to Application. Minor changes and additions to Performance Criteria, Performance Evidence and Knowledge Evidence. Changes to Assessment Conditions.	Equivalent

Assessment Requirements for CHCCDE009 Develop and support community leadership

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCDE011 Implement community development strategies

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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

	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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE011 Implement community development strategies	CHCCD514B Implement community development strategies	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE027 Implement community development strategies	CHCCDE011 Implement community development strategies	Equivalent. Unit Code changed. Minor changes to Application. Minor changes and additions	Equivalent

		to Performance Criteria, Performance Evidence. Additions to Knowledge Evidence. Changes to Assessment Conditions.	

Assessment Requirements for CHCCDE011 Implement community development strategies

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCDE014 Facilitate the development of community capacity to manage place making

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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	3.1 Collate and analyse data on the effectiveness of various engagement methods in the context of

agency's role and purpose in managing place	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 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE014 Facilitate the development of community capacity to manage place making	CHCCD618B Facilitate the development of community capacity to manage place	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	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCDE030 Facilitate the development of	CHCCDE014 Facilitate the development of	Equivalent. Unit Code changed. Minor changes to	Equivalent

community capacity to manage place making	community capacity to manage place making	Application, Elements, Performance Criteria and Performance Evidence. Changes to Assessment Conditions.	

Assessment Requirements for CHCCDE014 Facilitate the development of community capacity to manage place making

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCOM001 Provide first point of contact

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCOM001 Provide first point of contact	CHCCS308B Provide first point of contact	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCOM001 Provide first point of contact	HLTCOM301C Provide specific information to clients	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.	Not equivalent

Assessment Requirements for CHCCOM001 Provide first point of contact

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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:
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCOM002 Use communication to build relationships

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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, 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCOM002 Use communication to build relationships	CHCCOM403A Use targeted communication skills to build relationships	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.	Not equivalent

Assessment Requirements for CHCCOM002 Use communication to build relationships

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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
 - 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

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCOM003 Develop workplace communication strategies

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCOM003 Develop workplace		This unit has been created to address a	Newly created

communication strategies		skill or task required by industry that is not covered by an existing unit of competency	

Assessment Requirements for CHCCOM003 Develop workplace communication strategies

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCOM005 Communicate and work in health or community services

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCOM005 Communicate and work in health or community services	CHCCS411C Work effectively in the community sector	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages.	Not equivalent

		Merged CHCCS411C and HLTHIR301C. Significant changes to performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant changes to knowledge evidence.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCOM005 Communicate and work in health or community services	HLTHIR301C Communicate and work effectively in health	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.	Not equivalent

Assessment Requirements for CHCCOM005 Communicate and work in health or community services

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCOM006 Establish and manage client relationships

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria specify the performance needed to demonstrate achievement of the element</i>
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 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 3.3 Present 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCOM006 Establish and manage client relationships	HLTCOM404C Communicate effectively with clients	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.	Not equivalent

Assessment Requirements for CHCCOM006 Establish and manage client relationships

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCSL001 Establish and confirm the counselling relationship

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

CHCCSL001 Establish and confirm the counselling relationship	CHCCSL501A Work within a structured counselling framework	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. Additional assessor requirements.	Not equivalent

Assessment Requirements for CHCCSL001 Establish and confirm the counselling relationship

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
 - 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).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCSL003 Facilitate the counselling relationship and process

Modification History

N/A

Application

This unit describes the skills and knowledge to support clients to identify and work through 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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCSL003 Facilitate the counselling relationship and process	CHCCSL503B Facilitate the counselling relationship	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	Not equivalent

		performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Additional assessor requirements.	

Assessment Requirements for CHCCSL003 Facilitate the counselling relationship and process

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

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).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCSL007 Support counselling clients in decision-making processes

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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, 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCSL007 Support counselling clients in decision-making processes	CHCCSL507B Support clients in decision-making processes	This version was released in CHC Community Services Training Package	Not equivalent

		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.	

Assessment Requirements for CHCCSL007 Support counselling clients in decision-making processes

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:
 - 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).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCSM002 Implement case management practice

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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, 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCSM002 Implement case management practice	CHCCM703A Apply effective case management practice	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	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCSM010 Implement case management practice	CHCCSM002 Implement case management practice	Equivalent. Unit Code changed. Minor word changes throughout. Additions to Assessment Conditions.	Equivalent

Assessment Requirements for CHCCSM002 Implement case management practice

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCSM005 Develop, facilitate and review all aspects of case management

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1.Determine appropriate response to case management in accordance with	1.1 Develop and utilise case management processes in accordance with statutory requirements

organisation 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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCSM005 Develop, facilitate and review all aspects of case management	CHCCM503C Develop, facilitate and monitor all aspects of case management	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	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence

CHCCSM013 Facilitate and review case management	CHCCSM005 Develop, facilitate and review all aspects of case management	Non equivalent. Unit Code, Title and Elements changed. Word changes throughout. Additions to Performance Evidence and Assessment Conditions. Mandatory Workplace Requirement hours added.	Not equivalent

Assessment Requirements for CHCCSM005 Develop, facilitate and review all aspects of case management

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCCSM006 Provide case management supervision

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Develop and promote practice standards	1.1 Develop standards of practice and promote to workers 1.2 Identify strategies for continuous improvement which 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCSM006 Provide case management supervision	CHCCM504D Promote high quality case management	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	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence

CHCCSM006 Provide case management supervision	CHCCM605C Develop practice standards	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	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCSM014 Provide case management supervision	CHCCSM006 Provide case management supervision	Equivalent. Unit Code changed. Minor word changes throughout. Additions to Assessment Conditions.	Equivalent

Assessment Requirements for CHCCSM006 Provide case management supervision

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCDFV001 Recognise and respond appropriately to domestic and family violence

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDFV001 Recognise and respond appropriately to domestic and family violence	CHCDFV301A Recognise and respond appropriately to domestic and family violence	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 and CHCDFV403C. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDFV001 Recognise and respond appropriately to domestic and family violence	CHCDFV403C Provide crisis intervention and support to those experiencing domestic and family violence	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 and CHCDFV403C. Significant changes to the elements and performance criteria.	Not equivalent

		New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.	

Assessment Requirements for CHCDFV001 Recognise and respond appropriately to domestic and family violence

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCDFV002 Provide support to children affected by domestic and family violence

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Establish confidence and rapport with children	1.1 Use interpersonal skills to establish rapport and 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDFV002 Provide support to children affected by domestic and family violence	CHCDFV408C Provide support to children affected by domestic and family violence	This version was released in CHCCommunity 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.	Not equivalent

Assessment Requirements for CHCDFV002 Provide support to children affected by domestic and family violence

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCDFV003 Promote community awareness of domestic and family violence

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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.

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDFV003 Promote community awareness of domestic and family violence	CHCDFV404C Promote community awareness of domestic and family violence	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.	Not equivalent

Assessment Requirements for CHCDFV003 Promote community awareness of domestic and family violence

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:

- 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCDFV004 Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDFV004 Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities	CHCDFV406C Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities	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.	Not equivalent

Assessment Requirements for CHCDFV004 Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCDFV006 Counsel clients affected by domestic and family violence

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDFV006 Counsel clients affected by domestic and family violence	CHCDFV505C Counsel clients affected by domestic and family violence	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.	Not equivalent

		Significant changes to knowledge evidence.	

Assessment Requirements for CHCDFV006 Counsel clients affected by domestic and family violence

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:

- 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCDFV007 Work with users of violence to effect change

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDFV007 Work with users of violence to effect change	CHCDFV509D Work with users of violence to effect change	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	Not equivalent

		volume and frequency requirements. Significant changes to knowledge evidence.	

Assessment Requirements for CHCDFV007 Work with users of violence to effect change

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCDIS003 Support community participation and social inclusion

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIS003 Support community participation and social inclusion	CHCDIS322A Support community participation and inclusion	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIS012 Support community participation and social inclusion	CHCDIS003 Support community participation and social inclusion	Equivalent. Minor changes to Performance Criteria, Performance Evidence	Equivalent

		and Knowledge Evidence.	

Assessment Requirements for CHCDIS003 Support community participation and social inclusion

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCDIS006 Develop and promote positive person-centred behaviour supports

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

ELEMENT <i>Elements define the essential outcome</i>	PERFORMANCE CRITERIA <i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

CHCDIS006 Develop and promote positive person-centred behaviour supports	CHCICS404B Plan and provide advanced behaviour support	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIS016 Develop and promote positive person-centred behaviour supports	CHCDIS006 Develop and promote positive person-centred behaviour supports	Equivalent. Minor changes to Performance Criteria, Performance Evidence and Knowledge Evidence.	Equivalent

Assessment Requirements for CHCDIS006 Develop and promote positive person-centred behaviour supports

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCDIS007 Facilitate the empowerment of people with disability

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCCCS038 Facilitate the empowerment of people receiving support	CHCDIS007 Facilitate the empowerment of people with disability	Non Equivalent. Merge of current CHCAGE001 and CHCDIS007 to meet industry expectations and reduce duplication.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIS007 Facilitate the empowerment of people with disability	CHCDIS220B Prepare for disability work	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIS007 Facilitate the empowerment of people with disability	CHCDIS301C Work effectively with people with a disability	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	Not equivalent

		volume and frequency requirements. Significant changes to knowledge evidence.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIS007 Facilitate the empowerment of people with disability	CHCDIS302A Maintain an environment to empower people with disabilities	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.	Not equivalent

Assessment Requirements for CHCDIS007 Facilitate the empowerment of people with disability

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCDIS009 Facilitate ongoing skills development using a person-centred approach

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIS009 Facilitate ongoing skills development using a person-centred approach	CHCDIS405A Facilitate skills development and maintenance	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.	Not equivalent

		Significant changes to knowledge evidence.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIS018 Facilitate ongoing skills development using a person-centred approach	CHCDIS009 Facilitate ongoing skills development using a person-centred approach	Equivalent. Minor changes to Performance Criteria, Performance Evidence and Knowledge Evidence.	Equivalent

Assessment Requirements for CHCDIS009 Facilitate ongoing skills development using a person-centred approach

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

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

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIS010 Provide person-centred services to people with disability with complex needs	CHCDIS409B Provide services to people with disabilities with complex needs	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIS019 Provide person-centred services to people with	CHCDIS010 Provide person-centred services to people with	Non Equivalent. Changes to Performance Criteria, Performance	Not equivalent

disability with complex needs	disability with complex needs	Evidence, Knowledge Evidence, Assessment Conditions to reflect changed industry expectations.	

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

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCDIV001 Work with diverse people

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIV001 Work with diverse people	CHCCS405A Work effectively with culturally diverse clients and co-workers	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/CHCCS405A. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIV001 Work with diverse people	HLTHIR403C Work effectively with culturally diverse clients and co-workers	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/CHCCS405A. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.	Not equivalent

Assessment Requirements for CHCDIV001 Work with diverse people

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>

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 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

	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety	HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people	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.	Not equivalent

Assessment Requirements for CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCDIV003 Manage and promote diversity

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCDIV003 Manage and promote diversity	CHCCS506A Promote and respond to workplace diversity	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.	Not equivalent

Assessment Requirements for CHCDIV003 Manage and promote diversity

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCEDU001 Provide community focused health promotion and prevention strategies

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDU001 Provide community focused health promotion and prevention strategies	CHCPROM503A Provide community focused promotion and prevention strategies	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	Not equivalent

Assessment Requirements for CHCEDU001 Provide community focused health promotion and prevention strategies

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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 Ottawa 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

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCEDU002 Plan health promotion and community intervention

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDU002 Plan health promotion and community intervention	CHCPROM502B Implement health promotion and community intervention	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	Not equivalent

Assessment Requirements for CHCEDU002 Plan health promotion and community intervention

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCEDU008 Share health information

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 1.5 Determine and prioritise community health information needs 1.6 Determine best delivery method of health information 1.7 Assess 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 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCEDU008 Share health information	CHCPROM401C Share health information	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.	Not equivalent

Assessment Requirements for CHCEDU008 Share health information

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCGRP001 Support group activities

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

CHCGRP001 Support group activities	CHCGROUP201C Support the activities of existing groups	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCGRP001 Support group activities	CHCGROUP302D Support group activities	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.	Not equivalent

Assessment Requirements for CHCGRP001 Support group activities

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCGRP002 Plan and conduct group activities

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCGRP002 Plan and conduct group activities	CHCGROUP403D Plan and conduct group activities	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.	Not equivalent

Assessment Requirements for CHCGRP002 Plan and conduct group activities

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined 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

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCHCS001 Provide home and community support services

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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

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

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCHCS001 Provide home and community support services	CHCHC311C Work effectively in home and community care	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.	Not equivalent

Assessment Requirements for CHCHCS001 Provide home and community support services

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCLAH001 Work effectively in the leisure and health industries

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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

	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCLAH001 Work effectively in the leisure and health industries	CHCRH401C Work effectively in the leisure and health industry	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the	Not equivalent

		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.	

Assessment Requirements for CHCLAH001 Work effectively in the leisure and health industries

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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:
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCLAH002 Contribute to leisure and health programming

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCLAH002 Contribute to leisure and health programming	CHCRH402B Undertake leisure and health programming	This version was released in CHC Community Services Training Package release 2.0 and	Not equivalent

		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.	

Assessment Requirements for CHCLAH002 Contribute to leisure and health programming

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCLAH003 Participate in the planning, implementation and monitoring of individual leisure and health programs

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCLAH003 Participate in the planning, implementation and monitoring of individual leisure and health programs	CHCRH404B Plan, implement and monitor leisure and health programs	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.	Not equivalent

		Minimum work hours added. Significant changes to knowledge evidence.	

Assessment Requirements for CHCLAH003 Participate in the planning, implementation and monitoring of individual leisure and health programs

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCLEG001 Work legally and ethically

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCLEG001 Work legally and ethically	CHCCS400C Work within a relevant legal and ethical framework	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.	Not equivalent

Assessment Requirements for CHCLEG001 Work legally and ethically

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCLEG003 Manage legal and ethical compliance

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 Identify risks, penalties and consequences of non 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCLEG003 Manage legal and ethical compliance	CHCCS502C Maintain legal and ethical work practices	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 CHCCCS502C and HLTHIR506C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence

CHCLEG003 Manage legal and ethical compliance	HLTHIR506C Implement and monitor compliance with legal and ethical requirements	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 CHCCCS502C and HLTHIR506C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Significant change to knowledge evidence.	Not equivalent

Assessment Requirements for CHCLEG003 Manage legal and ethical compliance

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCLLN001 Respond to client language, literacy and numeracy needs

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance required to demonstrate achievement of the element</i>
1. Establish client's LLN needs	1.1 Identify signs that the client may have LLN needs

	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.

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCLLN001 Respond to client language, literacy and numeracy needs	CHCLLN403A Identify clients with language, literacy and numeracy needs and respond effectively	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.	Not equivalent

Assessment Requirements for CHCLLN001 Respond to client language, literacy and numeracy needs

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCMGT001 Develop, implement and review quality framework

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria specify the performance needed to demonstrate achievement of the element</i>
1. Develop a framework for quality service delivery	1.1 Establish quality service standards through consultation with stakeholders and benchmarking against 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

	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMGT001 Develop, implement and review quality framework	CHCORG423C Maintain quality service delivery	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for	Not equivalent

		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.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMGT001 Develop, implement and review quality framework	CHCORG619D Manage quality of organisation's service delivery outcomes	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.	Not equivalent

Assessment Requirements for CHCMGT001 Develop, implement and review quality framework

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCMGT002 Manage partnership agreements with service providers

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria specify the performance needed to demonstrate achievement of the element</i>
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 agreement terms and conditions	2.1 Maintain partnership focus and protect client's 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMGT002 Manage partnership agreements with service providers	CHCORG626B Manage a service level agreement	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.	Not equivalent

Assessment Requirements for CHCMGT002 Manage partnership agreements with service providers

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCMGT003 Lead the work team

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMGT003 Lead the work team	CHCORG506E Coordinate the work environment	This version was released in CHC Community Services Training Package	Not equivalent

		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.	

Assessment Requirements for CHCMGT003 Lead the work team

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCMGT004 Secure and manage funding

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria specify the performance needed to demonstrate achievement of the element</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMGT004 Secure and manage funding		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for CHCMGT004 Secure and manage funding

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCMGT005 Facilitate workplace debriefing and support processes

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria specify the performance needed to demonstrate achievement of the element</i>

1. Monitor welfare of colleagues	1.1 Monitor stress and emotional wellbeing of colleagues, and where issues arise, take appropriate action in accordance with <i>organisation standards</i> and <i>procedures</i> 1.2 Use practices that acknowledge and accept differences and accurately identify diverse needs of colleagues 1.3 Identify required professional and <i>personal performance standards</i> and use to monitor stress and emotional wellbeing 1.4 Regularly use self assessment and <i>reflective behaviour</i> 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 <i>debriefing techniques</i> 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 <i>indicators of risk</i> 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMGT005 Facilitate workplace debriefing and support processes		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for CHCMGT005 Facilitate workplace debriefing and support processes

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCMGT007 Work effectively with the Board of an organisation

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMGT007 Work effectively with the Board of an organisation		This unit has been created to address a skill or task required by industry that is not	Newly created

		covered by an existing unit of competency	

Assessment Requirements for CHCMGT007 Work effectively with the Board of an organisation

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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:
 - o progress against the organisation's strategic plan and/or business plan
 - o information and recommendations for at least 2 governance issues and 2 management issues
- • participated in a Board meeting, including:
 - o communicating concerns and recommendations for at least 2 issues
 - o obtaining a decision on future directions for at least 2 issues
 - o 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
- • 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:

- o role of Board
- o Board structure
- o role of individual Directors
- o role of Chairperson
- o role of Company Secretary
- o role of Chief Executive Officer (CEO)
- o Board meetings
- o Board meeting agenda
- o Board papers
- o Board minutes
- o the Board calendar
- o delegation of authority
- o monitoring
- o strategy formulation
- o service and advice
- o contacts
- o Chief Executive Officer (CEO) evaluation
- o Director protection
- o Board evaluation
- o Director development
- o 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCMHS001 Work with people with mental health issues

Modification History

N/A

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

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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, literacy and numeracy) that are essential to performance.

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMHS001 Work with people with mental health issues	CHCMH301C Work effectively in mental health	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMHS001 Work with people with mental health issues	CHCMH411A Work with people with mental health issues	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.	Not equivalent

Assessment Requirements for CHCMHS001 Work with people with mental health issues

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

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

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

	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.

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMHS005 Provide services to people with co-existing mental health and alcohol and other drugs issues	CHCMH408C Provide interventions to meet the needs of consumers with mental health and AOD issues	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.	Not equivalent

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

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

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

Modification History

N/A

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

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

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 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 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.

<i>Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.</i>	

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCMHS006 Facilitate the recovery process with the person, family and carers	CHCMH409A Facilitate consumer, family and carer participation in the recovery process	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	Not equivalent

		to knowledge evidence.	

Assessment Requirements for CHCMHS006 Facilitate the recovery process with the person, family and carers

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCPOL001 Contribute to the review and development of policies

Modification History

N/A

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. *

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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 unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPOL001 Contribute to the review and development of policies	CHCPOL301B Participate in policy development	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPOL001 Contribute to the review and development of policies	CHCPOL402C Contribute to policy development	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.	Not equivalent

Assessment Requirements for CHCPOL001 Contribute to the review and development of policies

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCPOL002 Develop and implement policy

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPOL002 Develop and implement policy	CHCPOL504B Develop and implement policy	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.	Not equivalent

Assessment Requirements for CHCPOL002 Develop and implement policy

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCPOL003 Research and apply evidence to practice

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPOL003 Research and apply evidence to practice	CHCPOL501A Access evidence and apply in practice	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.	Not equivalent

Assessment Requirements for CHCPOL003 Research and apply evidence to practice

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCPRP001 Develop and maintain networks and collaborative partnerships

Modification History

N/A

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

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>

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 partnerships	5.1 Maintain networks and other work relationships to provide identifiable benefits for clients and the 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRP001 Develop and maintain networks and collaborative partnerships	CHCNET402B Establish and maintain effective networks	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.	Not equivalent

		Significant change to knowledge evidence.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRP001 Develop and maintain networks and collaborative partnerships	CHCNET501C Work effectively with other services and networks	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRP001 Develop and maintain networks and collaborative partnerships	CHCNET503D Develop new networks	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	Not equivalent

		assessment, including volume and frequency. Significant change to knowledge evidence.	

Assessment Requirements for CHCPRP001 Develop and maintain networks and collaborative partnerships

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCPRP002 Collaborate in professional practice

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>

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 blockers to effective collaboration and adopt personal philosophies and behaviours in response 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRP002 Collaborate in professional practice		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for CHCPRP002 Collaborate in professional practice

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCPRP003 Reflect on and improve own professional practice

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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, 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRP003 Reflect on and improve own professional practice	CHCORG428A Reflect on and improve own professional practice	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.	Not equivalent

Assessment Requirements for CHCPRP003 Reflect on and improve own professional practice

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCPRP004 Promote and represent the service

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRP004 Promote and represent the service	CHCORG620D Promote and represent the service	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.	Not equivalent

Assessment Requirements for CHCPRP004 Promote and represent the service

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCPRP005 Engage with health professionals and the health system

Modification History

N/A

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

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRP005 Engage with health professionals and the health system	HLTCOM406C Make referrals to other health care professionals when appropriate	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.	Not equivalent

Assessment Requirements for CHCPRP005 Engage with health professionals and the health system

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCPRT001 Identify and respond to children and young people at risk

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Implement work practices which support the protection of children and young people	1.1 Identify children and young people at risk of abuse or neglect by observing signs and symptoms, asking open and non-leading questions, being aware of protective issues and using child protection procedures where appropriate

	1.2 Respond to disclosure, information or signs and symptoms in accordance with state legislative responsibilities and the service policies and procedures 1.3 Routinely employ child-focused work practices to uphold the rights of the child and encourage them to participate in age-appropriate decision-making 1.4 Employ communication and information-gathering techniques with children and young people in accordance with current recognised good practice 1.5 Ensure decisions and actions taken are within own level of responsibility, work role, state legislation and service policies and procedures
2. Report indications of possible risk of harm	2.1 Accurately record relevant specific and general circumstances surrounding risk of harm in accordance with state legislation, service policies and procedures and ethics 2.2 Promptly record and report risk-of-harm indicators, including the circumstances surrounding the risk of harm according to service policies and procedures 2.3 Ensure writing in reports is non-judgemental 2.4 Work collaboratively with relevant agencies to ensure maximum effectiveness of report
3. Apply ethical and nurturing practices in work with children and young people	3.1 Protect the rights of children and young people in the provision of services 3.2 Identify and seek supervision support for issues of ethical concern in practice with children and young people 3.3 Employ ethical and nurturing practices and observe professional boundaries when working with children and young people 3.4 Recognise and report indicators for potential ethical concerns when working with children and young people

Foundation Skills

The Foundation Skills 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT001 Identify and respond to children and young people at risk	CHCCHILD401B Identify and respond to children and young people at risk	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT025 Identify and report children and young people at risk	CHCPRT001 Identify and respond to children and young people at risk	Non equivalent. Unit Code and Title changed. Changes and additions to Application, Performance Criteria and Knowledge Evidence. Changes to Assessment Conditions.	Not equivalent

Assessment Requirements for CHCPRT001 Identify and respond to children and young people at risk

Modification History

N/A

Performance Evidence

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

- implemented work practices which support the protection of children and young people, including:
 - complying with regulations, legislations and duty of care responsibilities
 - employing child-focused work practices to uphold the rights of children and young people
 - maintaining confidentiality
 - providing appropriate responses in the protection of children and young people
- read and interpreted the procedures for reporting children at risk in line with organisational expectations and legislative requirements.

Knowledge Evidence

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

- indicators of the different types and dynamics of abuse as they may apply to age, gender, disability, culture and sexuality
- child protection legislation in the relevant state or territory
- United Nations Convention on the Rights of the Child
- impact of risk of harm
- duty of care responsibilities
- trauma-informed care
- ethical considerations including:
 - approaches that incorporate the conventions on the rights of the child, and human rights
 - obligations as defined by the job specification and employing organisation

- obligations as stated in relevant codes of practice, licensing, accreditation registration to professional bodies, service agreements
 - principles of ethical decision-making
- overview of legal system and how it pertains to the job role, in particular:
 - child protection system, including reporting protocols, responses to reporting and interagency policies
 - state/territory requirements and processes for notifying suspected abuse and reporting process
 - statutory and policy requirements relating to job role
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

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

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

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCPRT002 Support the rights and safety of children and young people

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. 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

	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT002 Support the rights and safety of children and young people	CHCCHILD404B Support the rights and safety of children and young people	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT026 Support the rights and safety of children and young people	CHCPRT002 Support the rights and safety of children and young people	Equivalent. Unit Code changed. Minor changes throughout. Additions to Knowledge Evidence.	Equivalent

		Changes to Assessment Conditions.	

Assessment Requirements for CHCPRT002 Support the rights and safety of children and young people

Modification History

N/A

Performance Evidence

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

- implemented work practices which support the protection of children and young people, including:
 - complying with regulations, legislations and duty of care responsibilities
 - employing child-focused work practices to uphold the rights of children and young people
 - maintaining confidentiality
 - providing appropriate responses in the protection of children and young people
- used appropriate communication strategies to gather information from children and young people
- identified and responded to indicators of children or young people at risk of harm and abuse on at least three separate occasions, including:
 - gathering and recording information about the child or young person
 - identifying uncharacteristic behaviour of child or young person
 - monitoring the circumstances of children identified as highly vulnerable
- reported risk-of-harm indicators
- sought support from supervisor for issues of ethical concern.

Knowledge Evidence

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

- child- and young person-focused practices
- child protection system, including policies and protocols
- common legal issues when working with children and young people
- risk-of-harm indicators

- organisation guidelines and policies and accepted standards for responding to risks of harm to children and young people
- overview of relevant aspects of the legal system
- organisation standards, policies and procedures
- communication techniques to engage and interact with young people.

Assessment Conditions

Skills must be demonstrated in the workplace.

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

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

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

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

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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 their families.

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT003 Work collaboratively to maintain an environment safe for children and young people	CHCPROT429A Work collaboratively to maintain a child safe environment	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCPRT027 Work collaboratively to maintain an environment safe for children and young people	CHCPRT003 Work collaboratively to maintain an environment safe for children and young people	Equivalent. Unit Code changed. Minor changes and additions throughout. Additions to Knowledge Evidence. Changes to Assessment Conditions.	Equivalent

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

Modification History

N/A

Performance Evidence

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

- worked collaboratively with at least two families, including:
 - applying a range of collaborative work practices when working with families, children, young people, colleagues and other agencies
 - adhering to child protection principles and work practices while performing work role
 - applying self-management strategies and safe work principles
 - communicating and responding appropriately to children and families
 - supporting families to ensure that the child or young person is safe
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at child protection service.

Knowledge Evidence

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

These include knowledge of:

- legal, social and political context of child protection work
- interagency framework and agreed protocols
- roles and responsibilities of key agencies and personnel
- effects of child abuse and neglect and its impact on the process of investigation and assessment
- agreed guidelines of collaboration
- worker safety and self-management principles
- cultural and linguistic differences
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace

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

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

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCSET001 Work with forced migrants

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCSET001 Work with forced migrants	CHCSW401A Work effectively with forced migrants	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.	Not equivalent

		Significant changes to knowledge evidence	
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCSET003 Work with forced migrants	CHCSET001 Work with forced migrants	Equivalent. Unit Code changed. Minor changes throughout. Additions to Knowledge Evidence. Changes to Assessment Conditions.	Equivalent

Assessment Requirements for CHCSET001 Work with forced migrants

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCSOH001 Work with people experiencing or at risk of homelessness

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCSOH001 Work with people experiencing or at risk of homelessness	CHCCH427B Work effectively with people experiencing or at risk of homelessness	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	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCSOH013 Work with people experiencing or at risk of homelessness	CHCSOH001 Work with people experiencing or at risk of homelessness	Supersedes and is equivalent to CHCSOH001 Work with people experiencing or at risk of homelessness. This version was released in CHC Community Services Training Package Release 4.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry	Equivalent

		practices and terminology.	

Assessment Requirements for CHCSOH001 Work with people experiencing or at risk of homelessness

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCVOL002 Lead volunteer teams

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Identify 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
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 unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

CHCVOL002 Lead volunteer teams		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for CHCVOL002 Lead volunteer teams

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCYTH001 Engage respectfully with young people

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Communicate effectively with young people	1.1 Listen to the young person to gain understanding 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 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 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

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH001 Engage respectfully with young people	CHCYTH401B Engage respectfully with young people	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH013 Engage respectfully with young people	CHCYTH001 Engage respectfully with young people	Equivalent. Unit Code changed. Minor changes throughout. Additions to Knowledge Evidence. Changes to Assessment Conditions.	Equivalent

Assessment Requirements for CHCYTH001 Engage respectfully with young people

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCYTH002 Work effectively with young people in the youth work context

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Apply 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH002 Work effectively with young people in the youth work context	CHCYTH402C Work effectively with young people in the youth work context	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Minimal changes to	Not equivalent

		elements and performance criteria. New evidence requirements for assessment.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH014 Work effectively with young people in the youth work context	CHCYTH002 Work effectively with young people in the youth work context	Equivalent. Unit Code changed. Minor changes and additions throughout. Changes to Assessment Conditions.	Equivalent

Assessment Requirements for CHCYTH002 Work effectively with young people in the youth work context

Modification History

N/A

Performance Evidence

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

- followed effective processes for work with at least three young people by:
 - checking and analysing information for assessment of risks, special needs, significant changes, and personal and social developmental levels for young people
 - making decisions based on knowledge of the impact of cultural and personal values on behaviour and expectations
 - providing appropriate support and/or services
- provided supervision and care based on assessed risk and justifiable degree of care and concern
- responded to risks and incidents of varying degrees of severity
- used clear and reassuring communication relevant to the culture of young people.

Knowledge Evidence

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

These include knowledge of:

- cultural practices which will have an impact on decisions made about what allowances are made and what rights are given and responsibilities expected
- current status of young people in the context of:
 - social and cultural context of youth
 - historical, economic, political and social contexts of young people
 - rights, needs and responsibilities of young people
 - risk-taking and social behaviour in young people
 - young people as primary client
 - changing contexts of young people

- processes for getting advice and assistance when there are ethical or professional issues
- relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- impact of popular beliefs on values, attitudes and behaviour
- the organisation's codes of conduct or code of ethics/duty of care
- range of specialist support services and programs available to young people
- social, political, historical and economic contexts of the service response to the needs and interests of young people.

Assessment Conditions

Skills must be demonstrated in the workplace.

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

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

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCYTH003 Support young people to create opportunities in their lives

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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
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

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

CHCYTH003 Support young people to create opportunities in their lives	CHCYTH403C Support young people to create opportunities in their lives	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH015 Support young people to create opportunities in their lives	CHCYTH003 Support young people to create opportunities in their lives	Equivalent. Unit Code changed. Minor changes throughout. Additions to Performance Criteria and Knowledge Evidence. Changes to Assessment Conditions.	Equivalent

Assessment Requirements for CHCYTH003 Support young people to create opportunities in their lives

Modification History

N/A

Performance Evidence

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

- interacted, encouraged and supported at least two young people in both an individual and a group setting, including:
 - supporting the young people according to their circumstances and the objectives of each individual's desired goals, individual needs, risks and circumstances, including education and employment
 - supporting vulnerable young people and those with special needs and risks to participate in the decision-making and planning of actions and opportunities
 - creating future opportunities for the individuals using a range of youth work interventions and documented measures of change.

Knowledge Evidence

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

These include knowledge of:

- aspects of human behaviour and development related to young people, their personal and social development and relationships
- statutory requirements and application of the concept of duty of care and child protection
- organisation reporting procedures and practice
- case planning practices and principles
- principles of effective communication and cultural practices, and customs of the community and the young people in the service
- relevant organisation procedures and policies related to program, service and personal support for young people, referral, reporting of young people's issues and experiences
- support services and specialists and their guidelines for access and service provision.

Assessment Conditions

Skills must be demonstrated in the workplace.

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

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

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCYTH004 Respond to critical situations

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Implement risk-minimisation strategies	1.1 Establish framework for dealing with potential crisis situations 1.2 Undertake timely risk assessment of potential crisis situation, with due consideration for the safety of young people and others 1.3 Identify, assess and implement a variety of possible strategies to minimise risk in accordance with organisational procedures

	1.4 Recognise the possible causes of incidents and assess these for relevance to the safety and welfare of young people and the service environment 1.5 Seek and provide information on potential responses to the appropriate team members for action and support 1.6 Request assistance clearly and promptly
2. Maintain a safe environment for young people	2.1 Identify and routinely implement organisation's policies, procedures and practices designed to maximise physical and emotional safety of young person 2.2 Maintain healthy and safe environment to minimise potential for harm 2.3 Ensure all legislative and ethical requirements are met by self and those who supervise
3. Prevent escalation of violent behaviour	3.1 Routinely monitor person's behaviour pattern to ensure aggressive or abusive behaviour is minimised 3.2 Develop plan of care outlining ways to prevent, and respond to clients' expressions of violence against self or others, communicate it to relevant personnel and implement the plan 3.3 Anticipate potential causes of conflict and harmful behaviour and respond in a manner that promotes calm and reassurance, to prevent escalation 3.4 Use procedure to protect clients from endangering themselves or others that are consistent with legal, ethical and organisation requirements, and safety considerations 3.5 Make appropriate judgements relating to physical restraint, based on balance of risk and safety of all 3.6 Provide assistance as necessary and appropriate to the situation 3.7 Complete relevant documentation, as required
4. Secure the safety of 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH004 Respond to critical situations	CHCYTH407E Respond to critical situations	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence	Not equivalent

		requirements for assessment.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH016 Respond to critical situations	CHCYTH004 Respond to critical situations	Non equivalent. Unit Code changed. Additions to Performance Criteria. Changes to Performance Evidence and Knowledge Evidence. Changes to Assessment Conditions.	Not equivalent

Assessment Requirements for CHCYTH004 Respond to critical situations

Modification History

N/A

Performance Evidence

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

- established a framework for dealing with potential crisis situations which covers:
 - identifying and assessing risks to client safety and welfare
 - understanding and anticipating possible causes of conflicts
 - identifying and implementing risk-minimisation strategies
 - providing information on possible responses to team members
 - stating when to request assistance of others
 - detailing types of assistance appropriate to various situations
 - identifying equipment available to support response to potential crisis situations
- maintained a safe and healthy environment to minimise the risk of crisis situations
- used effective communication skills and techniques in all communications with client, appropriate to the situation
- documented actions taken according to organisational procedures and policies, clearly and accurately.

Knowledge Evidence

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

These include knowledge of:

- team roles and responsibilities and reporting requirements
- responsibilities of child protection reporting and duty of care
- understanding how critical incidents and risks arise both generally and in particular situations
- common mental health issues in young people

- principles of effective communication for counselling, risk-assessment, negotiation, mediation and information management
- code of conduct
- organisation's policies, guidelines and procedures and emergency protocols.

Assessment Conditions

Skills must be demonstrated in the workplace.

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

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

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

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

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Develop support programs for young people	1.1 Assess specific needs of the young person and match to an existing program 1.2 Employ appropriate communication techniques to engage young person and to address specific needs

	1.3 Consult relevant community organisations to identify available support programs that meet specific needs of clients 1.4 Undertake appropriate work to ensure a thorough knowledge of content, purpose and access protocols of existing programs 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH005 Develop and implement procedures to enable young people to address their needs	CHCYTH501A Develop and implement procedures to enable young people to address their needs	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH017 Develop and implement procedures to enable young people to address their needs	CHCYTH005 Develop and implement procedures to enable young people to address their needs	Equivalent. Unit Code changed. Minor changes throughout. Changes and additions to Elements, Performance Criteria and Knowledge Evidence. Changes to Assessment Conditions.	Equivalent

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

Modification History

N/A

Performance Evidence

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

- assessed specific needs of at least one young person and identified existing programs/services that addressed these needs, as well as consulted relevant personnel and organisations to identify further or alternative support programs that could assist
- developed and implemented procedures to keep young people safe, including:
 - addressing any signs of abuse
 - establishing protocols of behaviours
 - monitoring at-risk behaviour patterns
 - establishing quick response actions to counter aggressive behaviour
- developed and implemented procedures relating to services offered by the organisation, including:
 - support facilities
 - particular types of support and information
 - referral advice
- reviewed the relevance and effectiveness of information and service provision to clients, and assessment, support and referral systems, including:
 - holding regular debriefings with associated organisations and service providers
 - debriefing and supporting other youth workers, including identifying training needs
 - producing reports and recording relevant information about clients and programs according to organisation procedures and policies, ensuring accurate and complete information is included.

Knowledge Evidence

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

These include knowledge of:

- legal and organisational policies relating to advocacy, monitoring and dealing with abuse
- principles of empowerment and enabling processes in advocacy
- short-term counselling strategies
- different forms of abuse and their indicators and response processes
- a broad range of specialist and generic services and agencies
- family support and mediation
- youth-specific consultation and engagement principles for seeking feedback on service provision
- reflective and evaluative processes in youth work practice
- key aspects of human rights declarations and UN Convention on the Rights of the Child
- organisation's policies, guidelines and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

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

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

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

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CHCYTH009 Support youth programs

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Identify the program required	1.1 Collect evidence to determine the need for a particular program 1.2 Identify and review a range of possible programs to meet the defined needs 1.3 Select a program type based on client needs, organisational criteria and availability of resources

2. Prepare program plan	2.1 Undertake appropriate strategic planning activities to ensure client needs are met 2.2 Plan activities in consultation with key clients and stakeholders 2.3 Determine operational arrangements for conducting the program and assess their feasibility 2.4 Ensure planning activities reflect accepted good practice in working with young people 2.5 Develop flexible implementation plans to suit a variety of contexts and to cope with contingencies 2.6 Identify appropriate implementation and evaluation strategies in the program plan in consultation with stakeholders
3. Deliver program	3.1 Implement program in accordance with program plan, organisation guidelines and legal/statutory requirements 3.2 Provide participants with access to a range of activities suited to their needs and interests 3.3 Implement contingency plans and adapt program to changing needs of participants as required 3.4 Ensure problems in program delivery are addressed promptly
4. Monitor and evaluate program	4.1 Use appropriate evaluation strategies during and after program and for revision and development 4.2 Collect, organise and report evaluation information in a format which is accessible and meaningful to clients and stakeholders 4.3 Prepare and present reports as required by organisational, funding and other requirements

Foundation Skills

The Foundation Skills 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

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH009 Support youth programs	CHCYTH505E Support youth programs	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH021 Support youth programs	CHCYTH009 Support youth programs	Equivalent. Unit Code changed. Minor changes and additions throughout. Changes to Assessment Conditions.	Equivalent

Assessment Requirements for CHCYTH009 Support youth programs

Modification History

N/A

Performance Evidence

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

- collected, analysed and reviewed relevant evidence and a range of programs to determine the need for a specific program
- prepared at least one program plan, including:
 - outlining activities and actions
 - determining operational arrangements for calculating costs, space and resources
 - assessing feasibility
 - developing implementation and evaluation strategies
- supported the implementation of at least one program in a variety of contexts, adapting program to the changing needs of participants and evaluating outcomes, including:
 - using evaluation techniques and reporting outcomes to clients and stakeholders in an accessible format.

Knowledge Evidence

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

These include knowledge of:

- target groups relevant to the worker and the program
- a range of relevant youth activities and programs
- legal and safety requirements as they relate to activities and programs
- techniques of evaluation
- relevant funding sources
- organisational standards, policies and procedures
- techniques for writing complete and accurate reports.

Assessment Conditions

Skills must be demonstrated in the workplace.

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

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

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

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

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Identify 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 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 request	5.1 Where the young person requests the worker to act as an advocate, identify the scope and goals of the possible role and outline and negotiate these with the young person 5.2 When requested and where possible, support the young person and accompany them during first stages of access to services to enable them to gain confidence to go alone 5.3 Represent the young person's interests clearly and accurately in a manner consistent with the identified agreement between them and the worker

	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 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

Current Code and Title	Previous Code and Title	Comments	Equivalence

CHCYTH010 Provide services for young people appropriate to their needs and circumstances	CHCYTH506B Provide services for young people appropriate to their needs and circumstances	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH022 Provide services for the needs and circumstances of young people	CHCYTH010 Provide services for young people appropriate to their needs and circumstances	Non equivalent. Unit Code and Title changed. Additions to Performance Criteria. Changes to Assessment Conditions.	Not equivalent

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

Modification History

N/A

Performance Evidence

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

- identified and responded to the needs of at least two young people, including:
 - providing information to young person and families
 - listening to young person's issues, concerns and feelings
 - setting goals and planning actions to achieve goals with young person
 - discussing, identifying and encouraging young person to access services
 - referring young person to alternative services
- advocated for at least two young people, including:
 - negotiating goals, role and scope of advocacy work with young person
 - accompanying young person during first stages of service access
 - representing young person's interests and keeping young person informed of representation processes
- completed all relevant documentation and reports accurately and completely
- communicated with at young person clearly and accurately.

Knowledge Evidence

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

These include knowledge of:

- target groups relevant to the worker and the activity or program
- a range of youth activities and programs
- legal and safety requirements as they relate to activities and programs in youth work
- relevant funding sources
- communication strategies, including negotiation and conflict resolution

- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in the workplace.

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

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

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

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CHCYTH011 Work effectively with young people and their families

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. 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 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.

- 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH011 Work effectively with young people and their families	CHCYTH511B Work effectively with young people and their families	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH023 Work effectively with young people and their nominated carer or families	CHCYTH011 Work effectively with young people and their families	Equivalent. Unit Code and Title changed. Minor changes and additions throughout. Changes to Assessment Conditions.	Equivalent

Assessment Requirements for CHCYTH011 Work effectively with young people and their families

Modification History

N/A

Performance Evidence

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

- used a range of strategies to empower at least two young people and their families/carers to maintain motivation and purpose and achieve agreed outcomes, including:
 - facilitating the young person's individual expression of needs to families/carers and others
 - using varied communication strategies with young people and families/carers to ensure that opportunities for exploring issues are fair, confidential, and appropriate to the needs of individuals
 - advocating for the needs of young people
- assessed at least two clients' background and behaviour to determine family intervention and youth support processes
- planned family intervention-based support strategically to achieve service outcomes and priorities for at least one young person.

Knowledge Evidence

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

These include knowledge of:

- principles of communication for specified outcomes, including:
 - empathetic listening
 - meaning and impact of body language
 - eye contact
 - interpreting hidden and complex messages
 - feedback
 - use of reflection, review and debriefing

- facilitation of interaction and participation
- principles of group dynamics and interaction including:
 - differentials in power
 - empathy/identification
 - trust-building
 - challenging
- rights of children and young people
- ethics and codes of conduct where the young person is the primary client
- privacy legislation applied to situations of information exchange between a range of individuals and organisations about a young person as primary client of the service
- understanding of own values and attitudes and their impact on work and relationships.

Assessment Conditions

Skills must be demonstrated in the workplace.

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

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

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

CHCYTH012 Manage service response to young people in crisis

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Implement a framework for preventing crisis situations	1.1 Develop a framework to address prevention and response to critical situations, and which reflects consideration of beliefs, rights and needs of client and responsibilities of organisation within a legislative and statutory context 1.2 Establish appropriate resources and mechanisms to assist workers to deal with crisis situations

	1.3 Define details of organisation's responsiveness to crisis situations and articulate to relevant personnel 1.4 Store and maintain all information related to crisis situations to maximise accessibility, accuracy, currency and legibility 1.5 Implement procedures to ensure clients have ready access to information that may help to resolve crisis situations
2. Support staff in responding to a crisis	2.1 Establish appropriate protocols for managing potential and actual crisis situations 2.2 Draft and regularly update procedures for the management of crises and communicate to staff and other relevant personnel 2.3 Ensure any crisis management procedures developed are consistent with legal and organisational obligations and constraints 2.4 Allocate resources for prompt and effective response to crisis situations 2.5 Provide appropriate crisis response training and update briefings to workers on a regular basis 2.6 Formulate appropriate advice for upgrade of organisation procedures including those related to workplace health and safety (WHS) and other industrial and legislative requirements
3. Follow-up crisis situations	3.1 Complete all required reporting and ensure it is comprehensive, accurate and consistent with organisation's policies and procedures 3.2 Define debriefing procedures and implement routinely 3.3 Provide opportunity for participation in review and evaluation of organisation responsiveness 3.4 Identify needs of all specific parties which arise from a crisis situation and develop strategies to ensure they are addressed

Foundation Skills

The Foundation Skills 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH012 Manage service response to young people in crisis	CHCYTH608D Manage service response to young people in crisis	This version was released in CHC Community Services Training Package release 1.0 and meets the requirements of the New Standards for Training Packages. Minimal changes to elements and performance criteria. New evidence requirements for assessment.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
CHCYTH024 Manage service response to young people in crisis	CHCYTH012 Manage service response to young people in crisis	Equivalent. Unit Code changed. Minor changes and additions throughout. Changes to Assessment Conditions.	Equivalent

Assessment Requirements for CHCYTH012 Manage service response to young people in crisis

Modification History

N/A

Performance Evidence

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

- implemented a framework to prevent and respond to crisis situations by:
 - defining circumstances contributing to a crisis situation
 - analysing the legal and statutory requirements
 - identifying and obtaining resources to respond to crisis situations
 - providing information to clients and staff about the organisation's policies and procedures for dealing with crisis situation
 - supporting staff in responding to crises by providing training and briefings
- followed-up on crisis situations by:
 - maintaining documentation as required, including effective use of relevant information technology in line with WHS guidelines
 - effectively communicating with staff, including implementing mediation and negotiation, and conflict resolution/management
 - providing feedback to staff members.

Knowledge Evidence

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

These include knowledge of:

- legal and organisational policies relating to safety within the work environment
- relevant specialist support services and resources
- possible factors which contribute to young people entering crisis situations
- methods of crisis intervention including mediation and negotiation
- characteristics of aggressive and abusive behaviour
- methods of promoting less aggressive/abusive behaviour

- other support agencies and the relevant specialist resources they offer
- possible factors which contribute to young people entering crisis situations
- potential repercussions of inappropriate intervention of worker behaviour.

Assessment Conditions

Skills must be demonstrated in the workplace.

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

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

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>.

FNSACC301 Process financial transactions and extract interim reports

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Accounting

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 documents	2.1 Enter accurately and balance deposits and withdrawals according to organisational procedures 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
FNSACC301 Process financial transactions and extract interim reports	FNSACC301A Process financial transactions and extract interim reports	Updated to meet Standards for Training Packages	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
FNSACC311 Process financial transactions and extract interim reports	FNSACC301 Process financial transactions and extract interim reports		Equivalent

Assessment Requirements for FNSACC301 Process financial transactions and extract interim reports

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c7200cc8-0566-4f04-b76f-e89fd6f102fe>.

FSKDIG03 Use digital technology for routine workplace tasks

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Digital Technology

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 workplace task	2.1 Interpret routine information from a range of sources to access 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
FSKDIG003 Use digital technology for non-routine workplace tasks	FSKDIG03 Use digital technology for routine workplace tasks		Equivalent

Assessment Requirements for FSKDIG03 Use digital technology for routine workplace tasks

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178>.

HLTAAP001 Recognise healthy body systems

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAAP001 Recognise healthy body systems	HLTAP301B Recognise healthy body systems in a health care context	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.	Not equivalent

Assessment Requirements for HLTAAP001 Recognise healthy body systems

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAAP002 Confirm physical health status

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAAP002 Confirm physical health status	HLTAP401B Confirm physical health status	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	Not equivalent

Assessment Requirements for HLTAAP002 Confirm physical health status

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAAP003 Analyse and respond to client health information

Modification History

N/A

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

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAAP003 Analyse and respond to client health information	HLTAP501C Analyse health information	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	Not equivalent

		performance criteria. New evidence requirements for assessment, including volume and frequency. Removed prerequisite. Significant change to knowledge evidence.	

Assessment Requirements for HLTAAP003 Analyse and respond to client health information

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:
 - 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)

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTADM001 Administer and coordinate Telehealth services

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Develop and maintain Telehealth networks	1.1 Establish and maintain Telehealth networks using communication skills to develop trust and confidence with diverse people and groups 1.2 Use, update and share Telehealth service provider information with health professionals and other colleagues 1.3 Develop and refine approaches to Telehealth service provision by pro-actively identifying and using opportunities to update and expand own knowledge
2. Maintain compliance with ethical and legal requirements	2.1 Determine risks associated with the sharing of information on Telehealth platforms 2.2 Ensure collection, use and disclosure of patient information is consistent with information privacy principles and fulfilling duty of confidentiality in line with workplace policy 2.3 Recognise and respect patient rights, care and safety in line with organisation policy and duty of care regarding all aspects of the Telehealth service 2.4 Perform all work within the boundaries of responsibility and refer problems to supervisor and/or other appropriate health professional
3. Support Telehealth service provision	3.1 Ensure referral or request is received and reason for referral and/or clinical requirements are clear and are correctly identified 3.2 Contact service providers and organise care according to doctor's request in line with organisation protocol 3.3 Coordinate information and information flow to meet consultation requirements 3.4 Identify and respond promptly to routine administrative Telehealth service problems 3.5 Pro-actively support colleagues with Telehealth services, share information and provide accurate information in response to queries
4. Complete Telehealth administration	4.1 Manage appointments, recall and reminder systems for Telehealth as per doctor's instructions

	4.2 Complete Telehealth financial administration tasks according to billing systems and specific Telehealth requirements 4.3 Maintain client documentation according to organisational and compliance requirements
5. Contribute to evaluation of Telehealth services	5.1 Measure and benchmark performance using agreed methods and tools 5.2 Monitor and evaluate systems and promote risk reduction strategies in line with legal and ethical standards 5.3 Promote compliance with accreditation requirements related to Telehealth 5.4 Implement and evaluate change in conjunction with colleagues to ensure goals are achieved

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTADM008 Administer and coordinate Telehealth services	HLTADM001 Administer and coordinate Telehealth services	Equivalent. Unit Code updated. Minor changes to Application Statement, Elements, Performance Criteria, Performance Evidence and Knowledge Evidence.	Equivalent

Assessment Requirements for HLTADM001 Administer and coordinate Telehealth services

Modification History

N/A

Performance Evidence

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

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

Knowledge Evidence

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

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

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

Assessment Conditions

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

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

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTADM002 Manage Telehealth technology

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine technology requirements	1.1 Seek information on organisation technology requirements based on consultation with appropriate colleagues and client population needs

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

4. Protect security of Telehealth information system	4.1 Determine information security risks associated with provision of Telehealth services 4.2 Obtain Telehealth access and equity requirements and clearance levels in accordance with organisational requirements 4.3 Test security of information system with daily data back-up, periodic testing and restoration of back-ups 4.4 Ensure accurate records of user account and security access details are provided to Telehealth clients in line with system integrity, privacy and risk management 4.5 Communicate privacy, confidentiality and security obligations to all Telehealth personnel 4.6 Complete data security documentation according to organisation and legal requirements

Foundation Skills

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTADM009 Manage Telehealth technology	HLTADM002 Manage Telehealth technology	Equivalent. Unit Code updated. Minor changes to Performance Criteria and Knowledge Evidence.	Equivalent

Assessment Requirements for HLTADM002 Manage Telehealth technology

Modification History

N/A

Performance Evidence

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

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

Knowledge Evidence

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

- different contexts for Telehealth service provision, and the impacts on services provision and technology requirements:
 - physical environment limitations
 - location of technology within the organisation
 - need for privacy
- risk management considerations and approaches for Telehealth
 - sharing of digital information – who can share what with whom and how
 - ownership of digital information

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

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including:
 - computerised system (both hardware and software) capable of supporting provision of Telehealth services
 - a populated database
 - organisation policies and procedures
 - Industry Telehealth standards
- modelling of industry operating conditions, including:

- integration of typical technical problems to which the candidate responds

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTADM003 Facilitate a coordinated approach to client care

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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
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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTADM003 Facilitate a coordinated approach to client care	HLTMAMP407B Facilitate a coordinated approach to client care	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTADM010 Facilitate a coordinated approach to client care	HLTADM003 Facilitate a coordinated approach to client care	Equivalent. Unit Code updated. Minor changes to Performance Criteria.	Equivalent

Assessment Requirements for HLTADM003 Facilitate a coordinated approach to client care

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTADM004 Manage health billing and accounting system

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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 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.

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTADM004 Manage health billing and accounting system	HLTPM502B Manage health billing and accounting system	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTADM011 Manage health billing and accounting system	HLTADM004 Manage health billing and accounting system	Non Equivalent. Unit Code updated. Changes to Elements, Performance Criteria and Performance Evidence to reflect updated job role requirements.	Not equivalent

Assessment Requirements for HLTADM004 Manage health billing and accounting system

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTADM005 Produce coded clinical data

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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 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 <i>International statistical classification of diseases and related health problems</i> (ICD-10-AM), disease and procedures codes abstracted from simple medical records 2.2 Apply <i>Australian coding standards</i> (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.

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTADM005 Produce coded clinical data	HLTCC301B Produce coded clinical data	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTCCD006 Undertake basic clinical coding	HLTADM005 Produce coded clinical data	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated.	Not equivalent

Assessment Requirements for HLTADM005 Produce coded clinical data

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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
- integration of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTADM006 Undertake complex clinical coding

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Abstract clinical data from moderately complex medical records	1.1 Interpret and apply the <i>Australian coding standards</i> (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 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 <i>International statistical classification of diseases and related health problems</i> (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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTADM006 Undertake complex clinical coding	HLTCC401B Undertake complex clinical coding	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTCCD007 Undertake moderately complex clinical coding	HLTADM006 Undertake complex clinical coding	This version was released in HLT Health Training Package Release 6.1 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated.	Not equivalent

Assessment Requirements for HLTADM006 Undertake complex clinical coding

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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:
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTADM007 Complete highly complex clinical coding

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 <i>Australian coding standards</i> (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 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 <i>International statistical classification of diseases and related health problems</i> (ICD-10-AM), <i>Australian classification of health interventions</i> (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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTADM007 Complete highly complex clinical coding	HLTCC402B Complete highly complex clinical coding	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	Not equivalent

		volume and frequency. Removed prerequisite.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTCCD008 Undertake highly complex clinical coding	HLTADM007 Complete highly complex clinical coding	This version was released in HLT Health Training Package Release 6.1 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated.	Not equivalent

Assessment Requirements for HLTADM007 Complete highly complex clinical coding

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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
 - haematology
 - 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

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHA001 Assist with an allied health program

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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

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 allied health professional	5.1 Pass on significant information to appropriate supervising 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.

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA001 Assist with an allied health program	HLTAH301C Assist with an allied health program	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA027 Assist with an allied health program	HLTAHA001 Assist with an allied health program	Non Equivalent. Changes to Elements, Performance Criteria and Performance Evidence to reflect updated job role requirements. Unit Code updated.	Not equivalent

Assessment Requirements for HLTAHA001 Assist with an allied health program

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHA002 Assist with the application and removal of casts

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA002 Assist with the application and removal of casts	HLTAH302D Assist with the application and removal of a plaster cast	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.	Not equivalent

		New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added.	

Assessment Requirements for HLTAHA002 Assist with the application and removal of casts

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHA003 Deliver and monitor a client-specific physiotherapy program

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 from 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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA003 Deliver and monitor a client-specific physiotherapy program	HLTAH401C Deliver and monitor a client-specific exercise program	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTAHA003 Deliver and monitor a client-specific physiotherapy program	HLTAH402C Assist with physiotherapy treatments and interventions	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA028 Deliver and monitor physical or manual therapy programs	HLTAHA003 Deliver and monitor a client-specific physiotherapy program	Non Equivalent. HLTAHA003 Deliver and monitor a client-specific physiotherapy program and HLTAHA005 Support the delivery and monitoring of physiotherapy programs for mobility were merged. Changes to Elements, Performance Criteria and Performance Evidence to reflect merge. Unit Code updated.	Not equivalent

Assessment Requirements for HLTAHA003 Deliver and monitor a client-specific physiotherapy program

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHA004 Support client independence and community participation

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA004 Support client independence and community participation	HLTCR402C Support client daily living requirements in a community rehabilitation context	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA004 Support client independence and community participation	HLTCR403C Support community access and participation	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA029 Support independence and	HLTAHA004 Support client independence and	Non Equivalent. Changes to Elements, Performance Criteria and Performance	Not equivalent

community participation	community participation	Evidence to reflect updated job role requirements. Unit Code updated.	

Assessment Requirements for HLTAHA004 Support client independence and community participation

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHA005 Support the delivery and monitoring of physiotherapy programs for mobility

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for mobility and movement program	1.1 Interpret program requirements and confirm against 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 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

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA005 Support the delivery and monitoring of physiotherapy programs for mobility	HLTAH403C Deliver and monitor exercise program for mobility	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for	Not equivalent

		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.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA028 Deliver and monitor physical or manual therapy programs	HLTAHA005 Support the delivery and monitoring of physiotherapy programs for mobility	Non Equivalent. HLTAHA003 Deliver and monitor a client-specific physiotherapy program and HLTAHA005 Support the delivery and monitoring of physiotherapy programs for mobility were merged. Changes to Elements, Performance Criteria and Performance Evidence to reflect merge. Unit Code updated.	Not equivalent

Assessment Requirements for HLTAHA005 Support the delivery and monitoring of physiotherapy programs for mobility

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHA006 Assist with basic foot hygiene

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 cushioning as prescribed by the supervising podiatrist	3.1 Explain to the client the purpose and rationale of the 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA006 Assist with basic foot hygiene	HLTAH404C Assist with basic foot hygiene	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA030 Assist with basic foot care	HLTAHA006 Assist with basic foot hygiene	Non Equivalent. Changes to Elements, Performance Criteria and Performance Evidence to reflect updated job role	Not equivalent

		requirements. Unit Code updated.	

Assessment Requirements for HLTAHA006 Assist with basic foot hygiene

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHA007 Assist with podiatric procedures

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA007 Assist with podiatric procedures	HLTAH405C Assist with podiatric procedures	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA051 Assist with podiatric procedures	HLTAHA007 Assist with podiatric procedures	Non Equivalent. Changes to Elements, Performance Criteria and Performance Evidence to reflect updated job role requirements. Unit Code updated.	Not equivalent

Assessment Requirements for HLTAHA007 Assist with podiatric procedures

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined 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 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHA008 Assist with podiatry assessment and exercise

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTAHA008 Assist with podiatry assessment and exercise	HLTAH406C Assist with podiatry assessment and exercise	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA050 Assist with podiatry exercise	HLTAHA008 Assist with podiatry assessment and exercise	Non Equivalent. Changes to Elements, Performance Criteria and Performance Evidence to reflect updated job role requirements. Unit Code and Title updated.	Not equivalent

Assessment Requirements for HLTAHA008 Assist with podiatry assessment and exercise

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHA009 Assist in the rehabilitation of clients

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA009 Assist in the rehabilitation of clients	HLTAH407C Assist with the rehabilitation of clients	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.	Not equivalent

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA031 Assist in rehabilitation programs	HLTAHA009 Assist in the rehabilitation of clients	Non Equivalent. Changes to Elements, Performance Criteria and Performance Evidence to reflect updated job role requirements. Unit Code and Title updated.	Not equivalent

Assessment Requirements for HLTAHA009 Assist in the rehabilitation of clients

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHA010 Assist with the development and maintenance of client functional status

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA010 Assist with the development and maintenance of client functional status	HLTAH408C Assist with the development and maintenance of client functional status	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	Not equivalent

		assessment including volume and frequency requirements. Minimum work hours added. Significant change to knowledge evidence.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA032 Support maintenance of functional status	HLTAHA010 Assist with the development and maintenance of client functional status	Non Equivalent. Changes to Elements, Performance Criteria and Performance Evidence to reflect updated job role requirements. Unit Code and Title updated.	Not equivalent

Assessment Requirements for HLTAHA010 Assist with the development and maintenance of client functional status

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHA011 Conduct group sessions for individual client outcomes

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA011 Conduct group sessions for individual client outcomes	HLTAH409C Conduct group sessions for individual client outcomes	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA033 Conduct group sessions for individual outcomes	HLTAHA011 Conduct group sessions for individual client outcomes	Non Equivalent. Changes to Elements, Performance Criteria and Performance Evidence to reflect updated job role requirements. Unit Code and Title updated.	Not equivalent

Assessment Requirements for HLTAHA011 Conduct group sessions for individual client outcomes

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHA012 Support the development of speech and communication skills

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 pathology program	3.1 Identify the communication goals to be achieved from the speech pathology plan as specified by the speech 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

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA012 Support the development of speech and communication skills	HLTAH410C Support the development of speech and communication skills	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA034 Support the development of speech and communication skills	HLTAHA012 Support the development of speech and communication skills	Non Equivalent. Changes to Elements, Performance Criteria and Performance Evidence to reflect updated job role requirements. Unit Code updated.	Not equivalent

Assessment Requirements for HLTAHA012 Support the development of speech and communication skills

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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)
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHA013 Provide support in dysphagia management

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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
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 of dysphagia in	3.1 Work with the speech pathologist, care team and the individual to identify and record areas of positive progress and success and specific difficulties arising

consultation with speech pathologist and care team	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

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA013 Provide support in dysphagia management	HLTAH411C Provide support in dysphagia management	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA035 Provide support in dysphagia management	HLTAHA013 Provide support in dysphagia management	Non Equivalent. Changes to Elements, Performance Criteria and Performance Evidence to reflect updated job role requirements. Unit Code updated.	Not equivalent

Assessment Requirements for HLTAHA013 Provide support in dysphagia management

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

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

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTAHA014 Assist and support the use of augmentative and alternative communication systems	HLTAH412C Assist and support the use of augmentative and alternative communication systems	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA036 Assist and support the use of augmentative and alternative communication system	HLTAHA014 Assist and support the use of augmentative and alternative communication systems	Non Equivalent. Changes to Elements, Performance Criteria and Performance Evidence to reflect updated job role requirements. Unit Code updated.	Not equivalent

Assessment Requirements for HLTAHA014 Assist and support the use of augmentative and alternative communication systems

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHA015 Deliver and monitor a hydrotherapy program

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA015 Deliver and monitor a hydrotherapy program	HLTAH413C Deliver and monitor a hydrotherapy program	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	Not equivalent

		added. Removal of pre-requisite.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA037 Deliver and monitor a hydrotherapy program	HLTAHA015 Deliver and monitor a hydrotherapy program	Non Equivalent. Changes to Elements, Performance Criteria and Performance Evidence to reflect updated job role requirements. Unit Code updated.	Not equivalent

Assessment Requirements for HLTAHA015 Deliver and monitor a hydrotherapy program

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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
 - 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHA016 Support the fitting of assistive equipment

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA016 Support the fitting of assistive equipment	HLTAH414C Support the fitting of assistive devices	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA038 Support the use of orthoses or prostheses	HLTAHA016 Support the fitting of assistive equipment	Non Equivalent. Changes to Elements, Performance Criteria and Performance Evidence to reflect updated job role requirements. Unit Code and Title updated.	Not equivalent

Assessment Requirements for HLTAHA016 Support the fitting of assistive equipment

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHA017 Assist with social work

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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
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

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA052 Assist with social work	HLTAHA017 Assist with social work	Non Equivalent. Changes to Elements, Performance Criteria and Performance Evidence to reflect updated job role requirements. Unit Code updated.	Not equivalent

Assessment Requirements for HLTAHA017 Assist with social work

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

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

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>The Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Identify the nutrients and food group serves recommended for good health for client groups	1.1 Categorise foods according to food groups, identifying key nutrients by each food group and 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA018 Assist with planning and evaluating meals and menus to meet recommended dietary guidelines	HLTNA302D Plan and evaluate meals and menus to meet recommended dietary guidelines	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTAHA018 Assist with planning and evaluating meals and menus to meet recommended dietary guidelines	HLTNA304D Plan meals and menus to meet cultural and religious needs	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA039 Assist in the development of meals and menus to meet dietary and cultural requirements	HLTAHA018 Assist with planning and evaluating meals and menus to meet recommended dietary guidelines	Non Equivalent. Changes to Elements, Performance Criteria and Performance Evidence to reflect updated job role requirements. Unit Code and Title updated.	Not equivalent

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

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

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

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>The Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA019 Assist with the monitoring and modification of meals and menus according to individualised plans	HLTNA303D Plan and modify meals and menus according to nutrition care plans	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	Not equivalent

		change to knowledge evidence.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA040 Assist with the monitoring and modification of meals and menus according to individualised plans	HLTAHA019 Assist with the monitoring and modification of meals and menus according to individualised plans	Non Equivalent. Changes to Elements, Performance Criteria and Performance Evidence to reflect updated job role requirements. Unit Code updated.	Not equivalent

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

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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's ability to eat and/or feed oneself, including:
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHA020 Support food services in menu and meal order processing

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>The Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

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 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

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

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA020 Support food services in menu and meal order processing	HLTNA301D Provide assistance to nutrition and dietetic services	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA020 Support food services in menu and meal order processing	HLTNA305D Support food services in menu and meal order processing	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.	Not equivalent

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA041 Support food services and dietetics in menu and meal order processing	HLTAHA020 Support food services in menu and meal order processing	Non Equivalent. Changes to Elements, Performance Criteria and Performance Evidence to reflect updated job role requirements. Unit Code and Title updated.	Not equivalent

Assessment Requirements for HLTAHA020 Support food services in menu and meal order processing

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHA021 Assist with screening and implementation of therapeutic diets

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA021 Assist with screening and	HLTAH415C Assist with the screening of	This version was released in HLT Health Training	Not equivalent

implementation of therapeutic diets	dietary requirements and special diets	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.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA042 Assist with screening and management of nutritional risk	HLTAHA021 Assist with screening and implementation of therapeutic diets	Non Equivalent. Changes to Elements, Performance Criteria and Performance Evidence to reflect updated job role requirements. Unit Code and Title updated.	Not equivalent

Assessment Requirements for HLTAHA021 Assist with screening and implementation of therapeutic diets

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHA022 Prepare infant formulas

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA022 Prepare infant formulas	HLTAH416B Support special diet requirements	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.	Not equivalent

		Significant change to knowledge evidence.	

Assessment Requirements for HLTAHA022 Prepare infant formulas

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - polymeric specialist
- organisation 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHA023 Support the provision of basic nutrition advice and education

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA023 Support the provision of basic nutrition advice and education	HLTAH420C Support the provision of basic nutrition advice-educati	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA043 Support the provision of basic nutritional advice and education	HLTAHA023 Support the provision of basic nutrition advice and education	Non Equivalent. Changes to Elements, Performance Criteria and Performance Evidence to reflect updated job role requirements. Unit Code updated.	Not equivalent

Assessment Requirements for HLTAHA023 Support the provision of basic nutrition advice and education

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHA024 Work within a community rehabilitation environment

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA024 Work within a community rehabilitation environment	HLTCR401C Work effectively in community rehabilitation	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	Not equivalent

		assessment including volume and frequency requirements. Minimum work hours added. Significant change to knowledge evidence.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA044 Work within a community rehabilitation environment	HLTAHA024 Work within a community rehabilitation environment	Non Equivalent. Changes to Elements, Performance Criteria and Performance Evidence to reflect updated job role requirements. Unit Code updated.	Not equivalent

Assessment Requirements for HLTAHA024 Work within a community rehabilitation environment

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHA025 Contribute to client flow and client information management in medical imaging

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA025 Contribute to client flow and client information management in medical imaging	HLTMI301B Contribute to client flow and client information management in medical imaging	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA045 Assist people management in medical imaging	HLTAHA025 Contribute to client flow and client information management in medical imaging	Non Equivalent. Changes to Elements, Performance Criteria and Performance Evidence to reflect updated job role requirements. Unit	Not equivalent

		Code and Title updated.	

Assessment Requirements for HLTAHA025 Contribute to client flow and client information management in medical imaging

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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)
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHA026 Support the medical imaging professional

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA026 Support the medical imaging professional	HLTMI302B Support the medical imaging professional	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.	Not equivalent

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHA046 Support the medical imaging professional	HLTAHA026 Support the medical imaging professional	Non Equivalent. Changes to Elements, Performance Criteria and Performance Evidence to reflect updated job role requirements. Unit Code updated.	Not equivalent

Assessment Requirements for HLTAHA026 Support the medical imaging professional

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

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

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. 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

<i>The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.</i>	
<i>Reading:</i>	in order to interpret key information from policy and regulatory documentation
<i>Oral communication:</i>	in order to communicate in a culturally acceptable manner with community members
<i>Learning</i>	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW001 Work with Aboriginal and/or Torres Strait Islander clients and communities	HLTAHW201B Work with Aboriginal and/or Torres Strait Islander clients	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAWOR001 Work in an Aboriginal and/or Torres Strait Islander health support role	HLTAHW001 Work with Aboriginal and/or Torres Strait Islander clients and communities	Non equivalent. Content from HLTAHW001 and HLTAHW004 merged to create HLTAWOR001. Significant changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to reflect merged unit content. Assessment Conditions provides clearer expression of requirements.	Not equivalent

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

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

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

Knowledge Evidence

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

This includes knowledge of:

- Aboriginal and/or Torres Strait Islander health issues and community beliefs, values, protocols and views on health needs
- Aboriginal and/or Torres Strait Islander history, including:
 - - history, social structures, beliefs and values of traditional and contemporary Aboriginal and/or Torres Strait Islander communities in Australia
 - - effects of colonisation as experienced by Aboriginal and/or Torres Strait Islander people
 - - historical dilemmas faced by Aboriginal and/or Torres Strait Islander people
- history of primary health care and community-controlled health
- basic principles of primary health care
- impacts of government policies and legislation on Aboriginal and/or Torres Strait Islander communities

- rights and responsibilities of clients and workers including code of conduct and duty of care
- issues and challenges for local Aboriginal and/or Torres Strait Islander communities which may impact on work role and delivery of services.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW002 Support clients to obtain access to health services

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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.

<i>Numeracy</i>	- in order to interpret and communicate temporal data, including minutes, hours, days and weeks - in order to schedule client appointments
<i>Writing</i>	in order to record client details when making bookings

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAADV001 Support clients to access health services	HLTAHW002 Support clients to obtain access to health services	Non Equivalent. Unit code and Title updated. Minor changes to Elements and Performance Criteria. Significant changes to Performance Evidence, Knowledge Evidence and Assessment Conditions. Mandatory workplace assessment removed.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW002 Support clients to obtain access to health services	HLTAHW202B Support clients to obtain access to health services	New unit in HLT Health Training Package Release 1.0 Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

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

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

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

Knowledge Evidence

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

This includes knowledge of:

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

Assessment Conditions

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW003 Provide basic health information to clients

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHCS001 Provide basic health service information to clients	HLTAHW003 Provide basic health information to clients	Non Equivalent. Unit code and Title updated. Significant changes to Elements, Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW003 Provide basic health information to clients	HLTAHW203B Provide basic health information to clients	New unit in HLT Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

Assessment Requirements for HLTAHW003 Provide basic health information to clients

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

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

Knowledge Evidence

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

This includes basic knowledge of:

- major body systems, organs and their functions, including:
 - - cardiovascular system (including heart, arteries and veins)
 - - respiratory system (including lungs, nose, mouth, throat)
 - - senses (including sight, hearing, smell, touch, taste and equilibrium)
 - - skin and integumentary system (including skin layers, hair and nails)
 - - digestive and gastrointestinal system (including stomach, intestines, bowel)
 - - nervous system (including brain and nerves)

- - circulatory system (including arteries and veins)
- - genitourinary system (including male and female genital and reproductive systems)
- - endocrine system (including glands and hormones)
- - musculoskeletal system (skull, skeleton, muscles, body tissue)
- factors contributing to healthy lifestyles including:
 - - nutrition
 - - exercise and activity
 - - alcohol consumption
 - - smoking
 - - use and abuse of prescribed and illicit drugs
 - - healthy weight range
 - - environmental factors
 - - mental, social and emotional health and wellbeing
- processes to prevent infection and chronic diseases
- community health issues
- health care plans
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

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

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>The Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.</i>

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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

<i>Numeracy</i>	in order to manage time and organise work tasks
<i>Reading</i>	in order to interpret key information in workplace forms and procedures relevant to job role
<i>Oral communication Learning</i>	- 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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAWOR001 Work in an Aboriginal and/or Torres Strait Islander health support role	HLTAHW004 Perform work role in Aboriginal and/or Torres Strait Islander primary health care context	HLTAHW004 merged to create HLTAWOR001. Significant changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to reflect merged unit content. Assessment Conditions provides clearer expression of requirements.	Not equivalent

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

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

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

- - seeking opportunities for further development.

Knowledge Evidence

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

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

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

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

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Identify factors impacting on Aboriginal and/or Torres Strait Islander health and the delivery of primary health care services	1.1 Consider the national and local history of Aboriginal and/or Torres Strait Islander people as a factor in primary health care work 1.2 Consider the impact of social, political, spiritual, economic and environmental factors on the health of Aboriginal and/or Torres Strait Islander people
2. Apply primary health care 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

	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

<i>The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.</i>	
<i>Learning</i>	- 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
<i>Reading</i>	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW005 Work in an Aboriginal and/or Torres Strait	HLTAHW301B Work in Aboriginal and/or Torres Strait Islander	New unit in HLT Training Package Release 1.0. Significant changes to	Not equivalent

Islander primary health care context	Primary Health care context	elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAWOR002 Work in Aboriginal and/or Torres Strait Islander primary health care	HLTAHW005 Work in an Aboriginal and/or Torres Strait Islander primary health care context	Non equivalent. Titled changed. Changes to Elements, Performance Criteria and Performance Evidence. Knowledge Evidence has significant additions. Content about cultural safety and culturally appropriate and safe communication added to underpin a range of other units.	Not equivalent

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

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

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

Knowledge Evidence

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

This includes knowledge of:

- Aboriginal and/or Torres Strait Islander history, including:
 - - social structures, beliefs and values of traditional and contemporary Aboriginal and/or Torres Strait Islander communities in Australia
 - - impact of colonisation as experienced by Aboriginal and/or Torres Strait Islander people

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

- - federal and state legislation and regulations impacting on delivery of primary health care
- principles and organisation procedures and policies relating to confidentiality and privacy.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

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

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. Identify 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 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

<i>The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.</i>	
<i>Reading</i>	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAADV002 Support the rights and needs of clients	HLTAHW006 Facilitate and advocate for the rights and	Non Equivalent. Unit code and Title updated. Significant	Not equivalent

	needs of clients and community members	changes to Elements, Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions. Mandatory workplace assessment removed.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW006 Facilitate and advocate for the rights and needs of clients and community members	HLTAHW303B Advocate for the rights and needs of community members	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

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

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

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

Knowledge Evidence

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

This includes knowledge of:

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

- - reporting procedures
 - - documentation
- a basic understanding of:
 - - Charter of Human Rights of the Child
 - - Child Protection Legislation
 - - Domestic Violence Legislation
 - - Anti-discrimination Legislation
 - - Centrelink and Veteran Affairs Guidelines
- referral options and resources available to community members
- existing program policy
- interpreter and/or translation services available within local and regional areas
- language or languages, written and/or spoken, as required within the community and workplace
- medical terminology relevant to the workplace
- communication style and culture of the client, caregiver and health service provider.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW007 Undertake basic health assessments

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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 findings	3.1 Accurately document client history and examination findings in the client's file in accordance with organisational policies and procedures 3.2 Present and discuss client history and findings of physical examination with primary health care team according to organisational policies and procedures 3.3 Identify common, uncomplicated health conditions based on history, physical examination and available information about presenting problem

	3.4 Recognise and assess self-management issues for clients with chronic conditions with primary health care team 3.5 Promptly inform senior health staff about serious or potentially serious health problems including chronic conditions, according to organisational procedures and policies 3.6 Identify and confirm with supervisor issues arising out of examination requiring mandatory notification 3.7 Report notifiable diseases identified to supervisor and/or an appropriate authority in line with jurisdictional requirements
4. Support client's physical wellbeing	4.1 Explain findings of physical examination to client in a culturally appropriate and safe manner according to organisation policies and procedures 4.2 Support client to improve and maintain health through a self-care approach and provide brief intervention as required 4.3 Discuss with the client and/or significant others any identified barriers and options to self care for clients with chronic conditions 4.4 Check for client understanding of information and encourage client to ask questions about health care

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHCS003 Complete routine physical health assessments	HLTAHW007 Undertake basic health assessments	Non Equivalent. Unit code and Title updated. Scope of unit updated. Significant changes to	Not equivalent

		Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW007 Undertake basic health assessments	HLTAHW304B Undertake basic health assessments	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

Assessment Requirements for HLTAHW007 Undertake basic health assessments

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- worked with at least five Aboriginal and/or Torres Strait Islander clients, including infants, adults and children to:
 - - conduct a health assessment of each client by:
 - o using a structured approach to assessment
 - o taking and recording relevant details of client's history and current state, including body language
 - o observing and assessing client's health in line with guidance
 - o using correct procedures and protocols to examine common client presentations
 - o using medical equipment correctly
 - o taking standard precautions for infection control
 - o summarising and reporting findings in line with organisation procedures and protocols
 - - interpret the outcomes of the assessment of each client by:
 - o identifying any significant variations from normal range of assessment outcomes for each client
 - o identifying and acting upon situations requiring urgent action according to organisation procedures
 - o recognising common uncomplicated health conditions from clinical features of each client
 - - used effective and culturally appropriate and safe communication and interaction with each client and/or significant others, including:
 - o eliciting relevant information from client or documents
 - o clearly explaining examination procedures and protocols to client
 - o making appropriate referrals

- - recorded all findings in accordance with organisational procedures and policies with adherence to client confidentiality.

Knowledge Evidence

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

This includes knowledge of:

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

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

- ‘normal’ range of outcomes of physical assessments
- non-clinical reasons for significant variation from ‘normal’ range of outcomes
- common over-the-counter and prescribed medicines used within the community and their general purposes
- basic knowledge relating to pregnancy and birthing, including:
 - - basic mechanics of pregnancy and birthing
 - - impact of smoking and alcohol in pregnancy
 - - impact of chronic conditions on pregnancy and birthing.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW008 Assist in planning and implementation of basic health care

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. 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 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHCS005 Implement basic health care plans	HLTAHW008 Assist in planning and implementation of basic health care	Non equivalent. Significant duplicative content from HLTAHW008 and HLTAHW018 merged to create HLTAHC005. Changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence and Assessment Conditions to reflect merged unit content and updated scope.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW008 Assist in planning and implementation of basic health care	HLTAHW305B Plan and implement basic health care	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

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

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

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

Knowledge Evidence

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

This includes knowledge of:

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

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

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

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW009 Provide information about social and emotional support

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria

<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Identify 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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW009 Provide information about social and emotional support	HLTAHW306B Provide information about social and emotional support	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTASEW002 Assess and support the social and emotional wellbeing of clients	HLTAHW009 Provide information about social and emotional support	Non equivalent. Duplicative content from HLTAHW009, HLTAHW017 and HLTAHW047 merged to create	Not equivalent

		HLTASEW002. Changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence. Assessment Conditions provides clearer expression of requirements.	

Assessment Requirements for HLTAHW009 Provide information about social and emotional support

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

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

Knowledge Evidence

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

This includes knowledge of:

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

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

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW010 Identify community health issues, needs and strategies

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW010 Identify community health issues, needs and strategies	HLTAHW307B Identify community health issues, needs and strategies	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTARES001 Gather information and report on community health	HLTAHW010 Identify community health issues, needs and strategies	Non equivalent. Title changed. Changes to structure and content of Elements, Performance Criteria, Performance Evidence. Knowledge Evidence has significant additions. Assessment Conditions provides clearer expression of requirements, and mandatory workplace	Not equivalent

		assessment removed with simulated work activities now allowed.	

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

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

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

Each performance evidence task must be demonstrated at least once.

Knowledge Evidence

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

This includes knowledge of:

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

- o documentation
- - relevant policies, protocols and procedures of the governments and other organisations
- - relevant equipment, technology and local resources for collecting community information
- - sources of information and ways to access it
- - formats and systems for compiling information
- - community development principles
- - respect for community ownership of data
- environmental factors contributing to poor health, including:
 - - lack of access to clean water
 - - faulty housing equipment including toilets, taps, drainage, pipes, washing machines and hot water
 - - poor housing or building design contributing to health problems
 - - overcrowding
 - - littering and lack of facilities to dispose of rubbish
 - - personal hygiene and community interactions
 - - unsafe food handling, preparation, storage and disposal.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW011 Assist with basic health screening, promotion and education services

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. 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 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 unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW011 Assist with basic health	HLTAHW308B Assist with basic health	New unit in Health Training Package Release 1.0.	Not equivalent

screening, promotion and education services	screening, promotion and education services	Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	

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

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

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

Knowledge Evidence

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

This includes knowledge of:

- - organisation policies and procedures and legislation or regulations relating to:
 - o client confidentiality
 - o referral, including various levels of urgency, and follow-up of client
 - o mandatory reporting
 - o notifiable communicable diseases

- o limits of own ability and authority
- o reporting procedures
- o documentation
- o basic screening procedures.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW012 Assist with prevention and minimisation of substance misuse

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. Provide 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTAHCS011 Provide support to clients experiencing alcohol and other drugs problems	HLTAHW012 Assist with prevention and minimisation of substance misuse	Non equivalent. Title changed. Changes to content of Elements, Performance Criteria, Performance Evidence and Knowledge Evidence. Assessment Conditions provides clearer expression of requirements.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW012 Assist with prevention and minimisation of substance misuse	HLTAHW309B Assist with substance misuse care	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

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

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

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

Knowledge Evidence

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

This includes knowledge of:

- physical, social and psychological effects of misuse of substances identified in this unit
- treatment options relating to specific substance misuse
- community issues and legislation relating to substance misuse
- patterns of drug and alcohol consumption relevant to the community and region
- service providers and associated referral processes

- understanding of blood-borne viruses in relation to injecting drug use, and associated high rates of HIV and hepatitis C in this Aboriginal population group
- indirect impacts of substance misuse, including:
 - - foetal alcohol syndrome
 - - environmental tobacco smoke
- principles of harm minimisation (as Australia's national policy), including:
 - - harm reduction
 - - supply reduction
 - - demand reduction
- impact of substance misuse on the healthy functioning of major body organs and systems
- likely interactions between chronic illness and substance misuse
- impact of substance abuse on pregnancy, birth and unborn children.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW013 Respond to emergencies

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Assess the 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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAEDR002 Assess and respond to medical emergencies	HLTAHW013 Respond to emergencies	Non Equivalent. Unit code and Title updated. Significant changes to Elements, Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions. Mandatory workplace assessment removed.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW013 Respond to emergencies	HLTAHW310B Respond to emergencies	New unit in Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for	Not equivalent

		assessment, including volume and environment requirements	

Assessment Requirements for HLTAHW013 Respond to emergencies

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

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

Knowledge Evidence

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

This includes knowledge of:

- - organisation policies and procedures and legislation or regulations relating to:
- - client confidentiality
- - referral, including various levels of urgency, and follow-up of client

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

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

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

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

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. 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
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.

<i>Reading</i>	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHCS012 Provide support to older clients	HLTAHW014 Work with Elders in Aboriginal and/or Torres Strait Islander communities	Non equivalent. Title changed. Changes to content of Elements, Performance Criteria, Performance Evidence and Knowledge Evidence. Assessment Conditions provides clearer expression of requirements.	Not equivalent

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

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

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

Knowledge Evidence

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

This includes knowledge of:

- - organisation policies and procedures and legislation or regulations relating to:
- - client confidentiality
- - referral, including various levels of urgency, and follow-up of client

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

- - foundation aspects of common physiological, chronic and age-related conditions, including:
 - o arthritis and other musculoskeletal problems
 - o depression and neurological disorders
 - o diabetes
 - o frailty and deconditioning
 - o heart, lung and vascular disease
 - o incontinence
 - o skin disorders, including skin cancers
 - o stroke
 - o dementia
 - o osteoporosis
- - rights and responsibilities of Elders and workers in aged care and home and community care sector
- - stages of loss and grief
- - strategies for managing complaints
- - recognising limits of own ability and authority
- - organisation policies, guidelines and procedures.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW015 Work under instructions to support the safe use of medication

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria

<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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 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.

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAMED001 Work under instructions to support the safe use of medications	HLTAHW015 Work under instructions to support the safe use of medication	Non equivalent. Minor change to title, now medications plural. Changes to Elements, Performance Criteria, Performance Evidence. Assessment Conditions provides clearer expression of requirements.	Not equivalent

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

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

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

Knowledge Evidence

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

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

- - organisational procedures, and legal and ethical requirements impacting on own role in supporting medication usage
- - appropriate handling and storage of medications, including the importance of cold chain storage
- - basic knowledge of commonly used medicines/drugs, including prescribed and over-the-counter medications
- - basic knowledge of common terms and abbreviations used in relation to medication
- - use of equipment to support medication administration
- - required infection control procedures
- - expected effects of medications being used, the consequences of incorrect use of medication and of main reasons for errors in medication administration
- - understanding of duty of care in assisting clients to safely use medication within scope of own work role
- - basic knowledge of how medications can impact on the anatomy and physiology of major body systems, relevant organs and their functions, including:
 - 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.
-

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW016 Assess client's physical wellbeing

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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 3.4 Identify any significant variations from normal range 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, 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHCS004 Complete comprehensive physical health assessments	HLTAHW016 Assess client's physical wellbeing	Non Equivalent. Content merged with HLTAHW046 Apply advanced skills in primary health care. Unit code and Title updated. Changes to Application Statement, Elements, Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW016 Assess client's physical wellbeing	HLTAHW401B Assess client's physical well being	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

Assessment Requirements for HLTAHW016 Assess client's physical wellbeing

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- assessed and monitored the physical wellbeing of at least five Aboriginal and/or Torres Strait Islander adults and children by:
 - - establishing a relationship of trust with clients and significant others
 - - taking a detailed history of the client
 - - explaining assessment methods and procedures to client and/or significant others
 - - observing and assessing client's health, using appropriate tests and medical instrumentation
 - - recording observations
 - - questioning, assessing and monitoring client's health status, issues and needs
 - - reviewing effectiveness of health care strategies and making appropriate revisions, taking prior history into consideration
 - - summarising and presenting findings in line with client needs and workplace requirements
 - - maintaining client records and upholding client confidentiality
 - - communicating with client's family and/or significant others as required
 - - gaining informed consent to conduct assessment
 - - taking, considering and recording relevant details of client's history (including body language)
 - - complying with and enforcing infection control guidelines
 - - using a structured approach to assessment
 - - interpreting common pathology tests
 - - taking full responsibility for assessment findings.

Knowledge Evidence

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

This includes knowledge of:

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

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

- - basic pathophysiology of chronic renal failure (causes, body systems affected, natural history)
 - - factors which may worsen or accelerate renal failure (including: high blood pressure, anti-inflammatory drugs, poor diabetes control, dehydration, high protein diet)
 - - clinical features of advanced renal failure
 - - the importance of early detection of renal disease in efforts to defer or prevent end-stage renal failure
 - - options for treatment of end-stage renal failure (haemodialysis, chronic ambulatory peritoneal dialysis, transplant).
- familiarity with a range of other common chronic conditions in Aboriginal and/or Torres Strait Islander populations:
 - - chronic liver disease – causes, clinical features and principles of management (including hepatitis B, hepatitis C, alcoholic liver disease and cirrhosis)
 - - chronic obstructive lung disease, relationship to smoking and principles of management
- basic nature, management and associated risk factors for common diseases
- commonly (including complete blood tests and urine analysis) and specifically requested pathology tests and the correct methods of collection, storage and transport of specimens
- the clinical significance of abnormal findings on pathology tests with particular reference to use of medicines
- knowledge of care planning and self-management support tools
- relevant criteria for evaluation of effectiveness of care plan
- features of chronic illness, including:
 - - complex causality
 - - multiple risk factors
 - - long latency periods
 - - a prolonged course of illness
 - - functional impairment or disability
- specific chronic conditions affecting Aboriginal and/or Torres Strait Islander clients and communities, including:
 - - cardiovascular disease
 - - diabetes
 - - cancer
 - - chronic respiratory disease
 - - chronic kidney disease

- - asthma
 - - arthritis
 - - oral disease
- determinants of chronic conditions, including:
 - - smoking
 - - physical activity
 - - nutrition
 - - alcohol intake
 - - use of illicit drugs
 - - obesity, weight and waist circumference
 - - unsafe sexual practices
 - - genetic factors
- linkages between conditions such as diabetes and eye health, nutrition and hearing, etc.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

This may include medical equipment including but not limited to haemoglobin meter, tape measure, sphygmomanometer, scales, thermometers, glucometer, peak expiratory flow rate meters.

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW017 Assess and support client's social and emotional wellbeing

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. Obtain client history and information for social and emotional wellbeing assessment	1.1 Establish a relationship of trust with the client by demonstrating and respecting confidentiality of communications 1.2 Use effective and culturally appropriate and safe communication skills to obtain a personal history from the client 1.3 Seek information about relevant critical incidents with due sensitivity and respect for the physical, emotional and cultural safety and security of those affected 1.4 Observe client closely to identify any signs of emotional disturbance 1.5 Seek additional related information through consultation with family and/or significant others as required and with consent of the client 1.6 Consult relevant allied professionals and available documentation in relation to the health of the client 1.7 Record all information obtained according to principles of confidentiality and organisational procedures and policies
2. Assess and determine client wellbeing	2.1 Analyse information obtained to recognise signs and symptoms of mental disturbance and significant underlying emotional reactions to loss, grief and trauma 2.2 Recognise issues that may relate to transgenerational trauma and grief for the individual, family and community 2.3 Identify disturbances in behaviour that may suggest a psychiatric disability 2.4 Promptly discuss with experienced staff any indicators of depression or suicide risk, and refer client to appropriate supports as required 2.5 Identify issues requiring mandatory notification and report to supervisor and/or an appropriate authority 2.6 Identify client's self-management capacity and barriers 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW017 Assess and support client's	HLTAHW402B Assess and support	New unit in HLT Health Training Package Release 1.0. Significant changes to	Not equivalent

social and emotional wellbeing	client's social and emotional well being	elements and performance criteria.New evidence requirements for assessment, including volume and environment requirements	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTASEW002 Assess and support the social and emotional wellbeing of clients	HLTAHW017 Assess and support client's social and emotional wellbeing	Non equivalent. Duplicative content from HLTAHW009, HLTAHW017 and HLTAHW047 merged to create HLTASEW002. Changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence. Assessment Conditions provides clearer expression of requirements.	Not equivalent

Assessment Requirements for HLTAHW017 Assess and support client's social and emotional wellbeing

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- assessed the social and emotional wellbeing of at least five clients by:
 - - observing, noting and recognising unusual physical, behavioural and body language indicators
 - - communicating effectively with client (and significant others) in a culturally safe manner on all occasions
 - - discussing with each client their socio-emotional health status, issues and needs
 - - maintaining client records and upholding client confidentiality
 - - recording accurate, sufficiently comprehensive and relevant client health history and assessment findings for each client
 - - distinguishing between effects of transgenerational trauma and grief and psychiatric illnesses
 - - consulting team members regarding assessment findings and as otherwise required to support client wellbeing
- supported the social and emotional wellbeing of at least five clients by:
 - - initiating timely and appropriate referrals, providing accurate and relevant details to clients, their families and referral agencies
 - - explaining/demonstrating/instructing client to use appropriate stress reducing techniques/activities
- Organised and participated in at least one debriefing session following critical incidents or stressful interactions.

Knowledge Evidence

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

This includes knowledge of:

- - organisational policies and procedures and legislation or regulations relating to:
- - client confidentiality
- - referral, including various levels of urgency, and follow-up of client
- - mandatory reporting
- - notifiable communicable diseases
- - limits of own ability and authority
- - reporting procedures
- - documentation
- key elements of history-taking in the context of social and emotional health and their significance
- significant problems presented and appropriate avenues of further assessment or action
- common signs/indicators of:
 - - mental or psychiatric illness
 - - depression
 - - alcohol and other drug misuse
 - - suicide risk
 - - child abuse/sexual assault
- advanced communication techniques to develop trust and elicit sensitive information
- appropriate stress-reducing techniques/activities
- availability of and, referral criteria and processes for social and emotional, alcohol and other drugs and mental health support services
- awareness of culturally secure assessment tools for Aboriginal and Torres Strait Islander peoples
- principles of crisis intervention
- limits of own ability and authority.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

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

Modification History

N/A

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria

<i>Elements define the essential outcomes of a unit of competency.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Propose care plan	1.1 Access health assessment outcomes according to organisational procedures and policies 1.2 Identify specific aspects of health assessment to address in health care plan 1.3 Propose treatment as part of the care plan in accordance with policies and procedures 1.4 Develop the plan with primary health care team, using relevant standing orders and written care protocols 1.5 Clearly establish responsibilities for implementing the care plan 1.6 Document proposed health care plan in client's file in line with organisational policies and procedures
2. Communicate proposed health care plan to client	2.1 Use effective and culturally appropriate and safe communication skills to discuss the proposed care plan with clients and explain how it relates to their health assessment results 2.2 Provide client with information about each aspect of the proposed care plan and the rationale for its inclusion 2.3 Encourage the client to ask questions about the proposed care plan to support understanding and cooperation, and agreement 2.4 Explain self-management aspects of the proposed care plan 2.5 Consult with the primary health care team about any client-suggested changes to the proposed plan and adjust plan as appropriate 2.6 Document finalised plan according to organisational procedures and policies
3. Implement care plan	3.1 Refer clients as required to relevant health professionals in line with community, organisational and regulatory requirements 3.2 Conduct treatment in accordance with the care plan

	3.3 Support client to take a self-care approach to implementation in line with individual, organisational and community requirements 3.4 Maintain current, complete, accurate and relevant records for each client contact
4. Provide information on healthy nutrition and lifestyle choices as part of the care plan	4.1 Provide accurate information regarding nutrition and lifestyle choices, and the impact of poor nutrition and lifestyle choices, including alcohol and smoking 4.2 Discuss risk factors relating to specific nutrition and lifestyle choices for the individual client in the context of their family, culture and local community 4.3 Provide information on early intervention and prevention practices to avoid disease caused by poor nutrition and lifestyle choices 4.4 Assist client to select an appropriate and varied diet in line with dietary guidelines and client needs 4.5 Develop strategies to assist individuals who have not exercised for some time to become more active 4.6 Offer brief interventions for smoking cessation 4.7 Establish patterns of alcohol consumption and offer brief interventions 4.8 Make appropriate referrals where required
5. Provide care and support for clients with chronic condition as part of the care plan	5.1 Provide information about the nature, incidence and potential impacts of chronic conditions in specific relation to the client's own health 5.2 Provide information on practices to manage chronic conditions to address identified individual needs 5.3 Provide practical advice relating to maintaining good health in relation to prevalent chronic conditions and in line with community needs and organisational guidelines 5.4 Explain and/or demonstrate practices for early detection of specific chronic conditions in line with organisational guidelines 5.5 Support clients to take a self-care approach to maintaining health

	5.6 Make appropriate referrals for clients with chronic conditions in line with organisational guidelines
6. Monitor health care	6.1 Encourage clients and family/carer to maintain health by being actively involved in the care plan 6.2 Monitor client health in line with individual schedule and criteria incorporated in care plan 6.3 Reassess and review care plan as required where client fails to progress, in accordance with expectation 6.4 Ensure standing order/written care protocols underpin health assessment and management actions 6.5 Conduct health monitoring in accordance with organisational policies and procedures and occupational health and safety requirements 6.6 Organise follow-up care for clients with chronic conditions using computer and/or paper-based registers 6.7 Identify when clients are overdue for health care checks and employ active-recall strategies
7. Review effectiveness of health care	7.1 Gain feedback from the client and/or family or carer/s about their level of comfort and compliance with the health management regime 7.2 Determine degree of improvement of client's condition and compare with expectations outlined in health care plan 7.3 Provide client and/or family/carers with clear information about their level of improvement in relation to the health care plan and their level of compliance 7.4 Evaluate impact of ongoing health management in relation to the client's physical, mental and emotional condition and behaviour, in consultation with the primary health care team

Foundation Skills

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHCS005 Implement basic health care plans	HLTAHW018 Plan, implement and monitor health care in a primary health care context	Non equivalent. Significant duplicative content from HLTAHW008 and HLTAHW018 merged to create HLTAHC005. Changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence and Assessment Conditions to reflect merged unit content and updated scope.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW018 Plan, implement and monitor health care in a primary health care context	HLTAHW403B Plan and implement health care in a primary health care context	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

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

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- developed a care plan for at least five clients, including:
 - - using standing orders/written care protocols to underpin health care plans
 - - consulting clients about proposed care plan
 - - proposing and negotiating treatment with client, their family and/or community
 - - establishing responsibilities for care plan implementation
 - - documenting health care plan in client's file
 - - referring clients as required and according to organisational procedures and policies
- communicated health information in plain language to at least five clients, including:
 - - nutrition, lifestyle choices and chronic condition information
 - - details on prevention practices
- explained and demonstrated early detection practices for specific chronic conditions on at least five separate occasions
- developed strategies and offered brief interventions to assist at least five clients
- implemented treatment according to care plans for at least five clients, including:
 - - undertaking treatments within scope of own authority
 - - using and maintaining medical equipment correctly
 - - maintaining current, complete and accurate client records
 - - supporting clients to take a self-care approach to implementing care plan
- monitored at least five clients with chronic conditions and organised follow-up care
- evaluated on at least five occasions:
 - - outcomes of client's prescribed treatment/care plan
 - - client's understanding of prescribed treatment/care plan

- - holistic impact of treatment on client's physical, mental and emotional condition and behaviour
- - overall effectiveness of the care plan.
-

Knowledge Evidence

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

This includes knowledge of:

- "Australian Guide to Healthy Eating" and the nutrients associated with each food group
- nutritional needs of people at different stages in the lifecycle, including pregnant and/or lactating women
- common nutrition-related diseases
- statistical incidence of diabetes, heart disease and kidney failure in Aboriginal and/or Torres Strait Islander populations compared to non-Aboriginal and/or Torres Strait Islander populations
- agencies able to provide support and assistance to Aboriginal and/or Torres Strait Islander people with chronic disabilities
- treatment and management of chronic conditions, including:
 - - working in collaboration with clients, family and significant others to promote self-management as far as possible
 - - medication
 - - surgery
 - - regular exercise
 - - good nutrition
 - - cessation of smoking
 - - cessation or moderation of alcohol use
 - - cessation of illicit drug use
- regular screenings for changes in disease presentation and detection of other diseases
- how to contact and access available health and support services in the region
- strategies that can assist Aboriginal and/or Torres Strait Islander people with disabilities to live fulfilling and productive life in the community
- methods of organising the care of clients with chronic conditions including:
 - - disease registers

- - care plan schedules in medical files
- - tagging files
- - computerised client information
- - recall systems
- the value of the opportunistic approach to chronic condition surveillance (comprehensive check-ups as people come to the clinic)
- organisational policies, guidelines and procedures.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

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

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW019 Deliver primary health care programs for Aboriginal and/or Torres Strait Islander communities	HLTAHW405B Deliver primary health care programs for Aboriginal and/or Torres Strait Islander communities	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria.	Not equivalent

		New evidence requirements for assessment, including volume and environment requirements	

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

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- delivered and maintained at least one primary health care program to Aboriginal and/or Torres Strait Islander communities, including:
 - - undertaking health checks relevant to the program content area
 - - implementing screening procedures
 - - explaining and describing procedures and illnesses/disorders to clients using clear, simple, culturally appropriate language
 - - promoting healthy lifestyles
 - - offering brief interventions as required to support individual client health
 - - observing, obtaining and interpreting client information in relation to health issues, behaviour and health services
 - - communicating and negotiating as required with colleagues, community members and other agencies and negotiating with them as required
 - - reading and writing reports
 - - interpreting simple statistics, charts and test results relevant to the program
 - - preparing written documentation relevant to the program
 - - using computer-based and/or paper-based client record systems
 - - demonstrating client confidentiality at all times when handling client information obtained in writing or verbally
- evaluated at least one health care program by:
 - - working with groups in the community to seek input and feedback on health services
 - - ensuring the program addresses specific client and community needs for guidance, support and information
 - - ensuring delivery is consistent with community needs, values and beliefs.

Knowledge Evidence

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

This includes knowledge of:

- organisational policies and procedures and legislation or regulations relating to:
 - - client confidentiality
 - - referral, including various levels of urgency, and follow-up of client
 - - mandatory reporting
 - - notifiable communicable diseases
 - - limits of own ability and authority
 - - reporting procedures
 - - documentation
- health screening and surveillance methods relevant to the area/region, including:
 - - use of equipment
 - - testing procedures
 - - interpretation and analysis of results of testing
 - - 'normal' range of results
 - - record-keeping for effective follow-up and management
- occupational health and safety practices and procedures relevant to the work (e.g. manual handling)
- contact details of available health and support services in the region and how to access them
- evaluation methodology

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW020 Administer medications

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>The performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
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 and other products according to manufacturer's instructions, infection control and organisational procedures and policies
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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.

<i>Numeracy</i>	- in order to reconstitute powdered medicine as a mixture using ratios - in order to measure specified dosages of tablets and medicines for injection
<i>Reading</i>	- in order to interpret medicine manufacturer's specifications - in order to access and use written information in approved product information sources relating to medications

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTAHW020 Administer medications	HLTAHW406B Work with medicines	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAMED003 Administer medications	HLTAHW020 Administer medications	Non equivalent. Changes to Elements, Performance Criteria and Performance Evidence. Knowledge Evidence has significant additions to align with Performance Criteria. Assessment Conditions provides clearer expression of requirements.	Not equivalent

Assessment Requirements for HLTAHW020 Administer medications

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has

- administered medication by each of the following routes or methods at least once:
 - - oral
 - - sublingual/buccal
 - - dry powder inhalers
 - - metered dose/spacer inhalers
 - - nebulisers
 - - oxygen therapy
 - - topical medications
 - - suppositories
 - - subcutaneous injection
 - - intramuscular injections
 - - intravenous injections
 - - Z-track injections
 - - intravenous infusion/cannulation fluid
- safely administered medication on at least three occasions to a range of clients across the lifespan by
 - - observing and applying the Six Rights of Medication, being:
 - o Right person
 - o Right dose
 - o Right route
 - o Right medication
 - o Right time
 - o Right documentation

- - consulting and confirming actions with an authorised practitioner at all relevant times
- - determining medication requirements, including:
 - o consulting client and other relevant support persons for medication history and allergies
 - o reviewing relevant documentation
 - o identifying options, active ingredients, indications, contraindications, precautions, side effects, interactions of medications and accurate client information
 - o maintaining records of client medication
- - interpreting orders and instructions for medication, including:
 - o receiving written and verbal orders and instructions from authorised persons/practitioners
 - o documenting orders and correctly interpreting them
 - o consulting medical practitioners and senior health staff for clarification on medication instructions
- - using published medication references and resources to where appropriate
- - referring queries of potential drug interactions and contraindications to appropriate personnel
- - where appropriate, supporting clients in their choice, access to and use of traditional and western medications including:
 - o providing information to clients on mechanisms of action, dosing and possible side effects
 - o identifying, supporting and promoting traditional/bush medications and traditional healers
 - o providing and explaining Consumer Medications Information to clients
 - o instructing clients on self-administration of medications
- - documenting administration of medication according to legislative requirements and organisation procedures and policies.

Knowledge Evidence

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

This includes knowledge of:

- The Six Rights of Medication, being:
 - - Right person

- - Right dose
 - - Right route
 - - Right medication
 - - Right time
 - - Right documentation
- differences between generic and trade names for medication
- application of standard and additional precautions in the administration of medications
- awareness and application of infection control and sterile environment policies and procedures
- understanding of medication commonly used and effects on the body
- pathophysiology associated with these systems, including acute chronic condition and conditions associated with a specific body system
- pharmacology to address pathophysiology, including:
 - - antibiotics
 - - analgesics
 - - contra indications
 - - complications
 - - psychiatric medications
 - - oral hypoglycaemics
 - - insulin
- awareness of reaction to medication administration, including:
 - - indications
 - - contraindications
 - - complications
 - - adverse effects
 - - interactions
- presenting symptoms and signs that may impact on medication administration, including:
 - - bruising, swelling, cuts and abrasions
 - - appearance of eyes, ears, mouth and gums
 - - blood pressure, respirations and temperature
 - - emotional and mental state
- correct techniques for medication preparation and administration for adults and children by the following routes or methods:

- - oral medication, including counting of tablets, preparation of syrups using graduated measure and/or syringes, Webster Packs, scored tablets, cutting devices and dosette boxes
- - sublingual/buccal, including usage of unopened and dated medication
- - dry powder, metered dose and spacer inhalers, including operation of accuhalers and aerolisers
- - nebulisers and oxygen therapy, including selection of appropriate equipment selection (oxygen cylinder or air pump)
- - topical and transdermal medications, including prevention of self absorption
- - suppositories, including use of lubricant and client positioning
- - subcutaneous injections, including preparation of syringe and angle degree for insertion
- - intramuscular and Z-track injections, including correct sites for babies, children and adults for injection, preparation of syringe and angle degree for insertion
- - intravenous injections, infusion/cannulation including required equipment, inspection and preparation of cannula site, and follow up observation
- - management of cold chain medications including differences between and use of purpose built vaccine and domestic refrigerators, transport and storage
- - anaphylaxis management, including checking for signs of moderate or severe anaphylaxis and possible causes
- organisational, legislative and regulatory requirements for transport, storage, use, dispensing and safe disposal of medications
- different methods of medication administration and reactions for adults and children
- requirements of the Pharmaceutical Benefits Scheme (PBS)
- Quality Use of Medicines and the Consumer Medication Information
- National Medication access and review initiatives for Aboriginal/Torres Strait Islander people
- special considerations in use of medications, including:
 - - complicating factors of chronic illness
 - - pregnancy and lactation
 - - renal impairment
 - - anti-coagulant therapy
 - - potential drug interactions
 - - babies, children, adults and the elderly
 - - informed consent and understanding of the client

- types of locally available/used traditional bush medications and their uses, benefits, side effects and interaction with other medications
- complementary roles of traditional or bush healers

Assessment Conditions

Unless state or territory legislation prevents practice in the workplace, skills must be demonstrated working

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

Note: Where state or territory legislation prevents practice in the workplace, simulated assessment environments may only be used in place of workplace assessment.

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW021 Provide nutrition guidance for specific health care

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Provide information on nutritional needs at different stages of life	1.1 Provide information on nutritional requirements of pregnant and lactating women 1.2 Promote dietary guidelines for children and adolescents, including importance of breastfeeding and appropriate introduction of solid foods

	1.3 Explain nutritional requirements for babies and toddlers to family and/or carers 1.4 Provide information on dietary guidelines for adults 1.5 Provide information for older people on nutrition requirements and food preparation issues
2. Inform clients of dietary requirements of specific conditions	2.1 Identify clients with specific conditions requiring counselling for healthy eating 2.2 Provide overweight clients with information on strategies to achieve long-term weight reduction 2.3 Identify common dietary restrictions for clients with specific health conditions and assist clients to obtain and follow specific dietary advice on appropriate nutrition 2.4 Refer clients to other health professionals and support agencies for nutritional advice as required
3. Work with community agencies to promote nutrition	3.1 Discuss the link between nutrition and health with communities, their agencies, stores and other representatives 3.2 Promote appropriate food storage, hygiene and preparation practices 3.3 Discuss policies that promote good health through nutrition with communities, their agencies, stores and relevant representatives

Foundation Skills

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHPR006 Provide healthy lifestyle information	HLTAHW021 Provide nutrition guidance for specific health care	Non equivalent. Title changed. Changes to content of Elements, Performance Criteria, Performance Evidence and Knowledge Evidence. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW021 Provide nutrition guidance for specific health care	HLTAHW407B Provide nutrition guidance for specific health care	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

Assessment Requirements for HLTAHW021 Provide nutrition guidance for specific health care

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- provided accurate and relevant information on:
 - - healthy eating and diet
 - - exercise and activity
 - - nutritional requirements
 - - available supports and referral services
- provided information at least once to the following types of people, either as individual clients or through community health promotion:
 - - pregnant and lactating women
 - - infants, toddler, children and adolescents
 - - adults and the elderly
 - - overweight and obese clients
- used culturally appropriate and safe communication skills to ensure all information was understood when interacting with each of these clients and/or community groups.

Knowledge Evidence

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

This includes knowledge of:

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

- - limits of own ability and authority
 - - reporting procedures
 - - documentation
- food and dietary guidelines in line with 'Dietary Guidelines for Australian Adults', including:
 - - Aboriginal and/or Torres Strait Islander cultural values and beliefs regarding food
 - - five food groups and their function with reference to the *Australian Guide to Healthy Eating* and publications such as *A Guide to Promote Healthy Eating for Aboriginal &/or Torres Strait Islander people*
 - - food values in traditional Aboriginal and/or Torres Strait Islander food
 - - healthy food preparation methods
 - - nutrition education models
- *Australian Guide to Healthy Eating*
- Dietary Guidelines for Australian Adults
- Dietary Guidelines for Children and Adolescents in Australia
- Dietary Guidelines for Older Australians
- nutritional requirements at different life stages, including a focus on breastfeeding and the introduction of solids
- nutritional needs of people with chronic conditions.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW021 Provide nutrition guidance for specific health care

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Provide information on nutritional needs at different stages of life	1.1 Provide information on nutritional requirements of pregnant and lactating women 1.2 Promote dietary guidelines for children and adolescents, including importance of breastfeeding and appropriate introduction of solid foods

	1.3 Explain nutritional requirements for babies and toddlers to family and/or carers 1.4 Provide information on dietary guidelines for adults 1.5 Provide information for older people on nutrition requirements and food preparation issues
2. Inform clients of dietary requirements of specific conditions	2.1 Identify clients with specific conditions requiring counselling for healthy eating 2.2 Provide overweight clients with information on strategies to achieve long-term weight reduction 2.3 Identify common dietary restrictions for clients with specific health conditions and assist clients to obtain and follow specific dietary advice on appropriate nutrition 2.4 Refer clients to other health professionals and support agencies for nutritional advice as required
3. Work with community agencies to promote nutrition	3.1 Discuss the link between nutrition and health with communities, their agencies, stores and other representatives 3.2 Promote appropriate food storage, hygiene and preparation practices 3.3 Discuss policies that promote good health through nutrition with communities, their agencies, stores and relevant representatives

Foundation Skills

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHPR006 Provide healthy lifestyle information	HLTAHW021 Provide nutrition guidance for specific health care	Non equivalent. Title changed. Changes to content of Elements, Performance Criteria, Performance Evidence and Knowledge Evidence. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW021 Provide nutrition guidance for specific health care	HLTAHW407B Provide nutrition guidance for specific health care	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

Assessment Requirements for HLTAHW021 Provide nutrition guidance for specific health care

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- provided accurate and relevant information on:
 - - healthy eating and diet
 - - exercise and activity
 - - nutritional requirements
 - - available supports and referral services
- provided information at least once to the following types of people, either as individual clients or through community health promotion:
 - - pregnant and lactating women
 - - infants, toddler, children and adolescents
 - - adults and the elderly
 - - overweight and obese clients
- used culturally appropriate and safe communication skills to ensure all information was understood when interacting with each of these clients and/or community groups.

Knowledge Evidence

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

This includes knowledge of:

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

- - limits of own ability and authority
 - - reporting procedures
 - - documentation
- food and dietary guidelines in line with 'Dietary Guidelines for Australian Adults', including:
 - - Aboriginal and/or Torres Strait Islander cultural values and beliefs regarding food
 - - five food groups and their function with reference to the *Australian Guide to Healthy Eating* and publications such as *A Guide to Promote Healthy Eating for Aboriginal &/or Torres Strait Islander people*
 - - food values in traditional Aboriginal and/or Torres Strait Islander food
 - - healthy food preparation methods
 - - nutrition education models
- *Australian Guide to Healthy Eating*
- Dietary Guidelines for Australian Adults
- Dietary Guidelines for Children and Adolescents in Australia
- Dietary Guidelines for Older Australians
- nutritional requirements at different life stages, including a focus on breastfeeding and the introduction of solids
- nutritional needs of people with chronic conditions.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

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

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Identify 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 Islander clients

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

<i>Learning</i>	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW022 Address social determinants of Aboriginal and/or Torres Strait Islander health	HLTAHW408B Address social determinants of Aboriginal and/or Torres Strait Islander health	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAWOR004 Provide support to address social and cultural determinants of client and community health	HLTAHW022 Address social determinants of Aboriginal and/or Torres Strait Islander health	Non equivalent. Title changed. Changes to structure and content of Elements, Performance Criteria and Performance Evidence. Knowledge Evidence has significant additions and deletions. Assessment Conditions provides	Not equivalent

		clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.	

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

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- identified and promoted an understanding of the social determinants of health when working with at least three Aboriginal and/or Torres Strait Islander clients by:
 - - researching and clarifying social, political, economic and environmental factors impacting on the health of Aboriginal and/or Torres Strait Islander clients
 - - applying strategies, policies and resources relevant to improving the health of Aboriginal and/or Torres Strait Islander communities through addressing the social determinants of health
 - - contributing to health service delivery aspects of community development initiatives
 - - establishing relationships with community groups, agencies and organisations involved in community development initiatives
- evaluated the effectiveness of at least one strategy used to address social determinants.

Knowledge Evidence

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

This includes knowledge of:

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

- - documentation
- social, cultural, political and environmental determinants of Aboriginal and/or Torres Strait Islander health. This includes:
 - - importance of land, tradition and cultural practice
 - - impact of socio-economic factors on health
 - - social and political factors that perpetuate disadvantage
 - - importance of personal achievement, education and supportive family/social networks
 - - barriers to improving environmental determinants of ill health
 - - impact of loss, grief and trauma
 - - issues of food security/access
- means to address access and equity issues, such as:
 - - strategies to maintain strong culture and supportive social networks and maximise educational, employment and social opportunities for children
 - - understanding the political context of health care systems and access to benefits such as Medicare and pharmaceutical benefits
 - - community development initiatives
- aspects of Aboriginal and/or Torres Strait Islander health, including:
 - - community perceptions of major health issues affecting them and underlying causes
 - - perceptions of non-Aboriginal and/or Torres Strait Islander people relating to major Aboriginal and/or Torres Strait Islander health issues and underlying causes
- primary health care model
- key comparative health statistics.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

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

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. 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, 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 screenings and implement on own practice to enhance understanding work team and community needs, concerns and resource availability, surveillance and education activities into the programs, as appropriate 3.3 Provide information in plain language to clients about health problems common to their particular client group, using culturally appropriate and safe communication skills 3.4 Refer common health problems identified as part of the program to professionals and support services 3.5 Support clients and families in accessing health care services and associated benefits as required 3.6 Provide guidance, support and assistance to individuals and families coping with social and emotional issues according to identified needs and cultural protocols 3.7 Reflect on own practice to enhance understanding
4. Monitor and evaluate health promotion program	4.1 Evaluate health promotion and community development program against criteria that reflect identified community health objectives 4.2 Monitor and evaluate community health outcomes 4.3 Collect, document and interpret data to contribute to the evaluation of health programs 4.4 Seek to identify program strengths as well as areas for improvement as a basis for continual enhancement of health outcomes 4.5 Communicate outcomes of the evaluation to relevant stakeholders to guide future activities in the 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHPR001 Develop health promotion programs	HLTAHW023 Plan, develop and evaluate health promotion and community development programs	Non equivalent. Significant duplicative content from HLTAHW023 and HLTAHW067 merged. Significant changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW023 Plan, develop and evaluate health promotion and	HLTAHW409B Deliver health promotion programs	New unit in HLT Health Training Package Release 1.0.	Not equivalent

community development programs	for Aboriginal and/or Torres Strait Islander communities	Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	

Assessment Requirements for HLTAHW023 Plan, develop and evaluate health promotion and community development programs

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- planned and delivered at least one primary health care promotion and community development program to Aboriginal and/or Torres Strait Islander communities, including:
 - - assessing community health needs
 - - identifying strategies, goals, activities and key performance indicators
 - - observing, obtaining and interpreting client information in relation to health issues, behaviour and health services
 - - developing a health promotion plan in consultation with key stakeholders
 - - preparing a proposal/submission for funding and resources
 - - ensuring the program addresses specific client and community needs for guidance, support and information
 - - ensuring delivery is consistent with community needs, values and beliefs
 - - communicating with and seeking feedback from clients, colleagues, community members and other agencies and negotiating with them as required
- evaluated at least one health promotion and community development program against identified goals and performance criteria by:
 - - collecting feedback from community and staff implementing the program
 - - analysing feedback against identified goals and performance criteria
 - - reporting on outcomes of evaluation to community and the organisation
 - - identified areas for improvement in the program.

Knowledge Evidence

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

This includes knowledge of:

- organisational policies and procedures and legislation or regulations relating to:
 - - client confidentiality
 - - referral, including various levels of urgency, and follow-up of clients
 - - mandatory reporting
 - - notifiable communicable diseases
 - - limits of own ability and authority
 - - reporting procedures
 - - documentation
- basic understanding of community development theory
- health promotion programs relevant to the area/region/community
- social determinants that impact on health issues for the relevant community
- The Ottawa Charter for Health Promotion
- program planning cycle
- familiarity with a range of conditions, diseases and disorders
- effective strategies to monitor and manage identified health problems in line with community needs and sensitivities
- features of chronic illness, including:
 - - complex causality
 - - multiple risk factors
 - - long latency periods
 - - a prolonged course of illness
 - - functional impairment or disability
- specific chronic conditions affecting Aboriginal and/or Torres Strait Islander clients and communities, including:
 - - cardiovascular disease
 - - diabetes
 - - cancer
 - - chronic respiratory disease
 - - chronic kidney disease
 - - asthma
 - - arthritis
 - - oral disease
- impact of chronic conditions on major body organs and systems
- groups at high risk of chronic condition

- determinants of chronic condition, including:
 - - smoking
 - - physical activity
 - - nutrition
 - - alcohol intake
 - - use of illicit drugs
 - - obesity, weight and waist circumference
 - - unsafe sexual practices
 - - genetic factors
- treatment and management of chronic conditions, including:
 - - working in collaboration with clients, family and significant others to promote self management as far as possible
 - - medication
 - - surgery
 - - regular exercise
 - - good nutrition
 - - cessation of smoking
 - - cessation or moderation of alcohol use
 - - cessation of illicit drug use
- regular screenings for changes in disease presentation and detection of other diseases
- how to contact and access health and support services available in the region
- linkages between conditions such as diabetes and eye health, nutrition and hearing, etc.
- occupational health and safety practices and procedures relevant to the work
- principles of adult education
- evaluation methodology.

Assessment Conditions

Skills must be demonstrated working:

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

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations

relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW024 Work in alcohol, other drugs & mental health care w/ Aboriginal &/or Torres Strait Islander Comm.

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the Element.</i>

1. 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
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW024 Work in alcohol, other drugs & mental health care w/ Aboriginal &/or Torres Strait Islander Comm.	HLTAHW410B Work in AOD and mental health with Aboriginal and/or Torres Strait Islander communities	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTASEW001 Work according to the principles of social and emotional wellbeing care	HLTAHW024 Work in alcohol, other drugs & mental health care w/ Aboriginal &/or Torres Strait Islander Comm.	Non equivalent. Duplicative content from HLTAHW024 and HLTAHW049 merged to create HLTASEW001. Significant changes to Elements,	Not equivalent

		Performance Criteria, Performance Evidence and Knowledge Evidence. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.	

Assessment Requirements for HLTAHW024 Work in alcohol, other drugs & mental health care w/ Aboriginal &/or Torres Strait Islander Comm.

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- undertaken AOD and mental health work with clients within the legal and ethical boundaries of the work and with a commitment to the philosophy of social and emotional wellbeing
- maintained the professional boundaries of the work role and addressed accountability and responsibilities appropriately when performing work role and in interacting with each client
- addressed the needs of clients from culturally and linguistically diverse backgrounds and balanced expectations of the organisation, the community and clients
- completed all reports and documentation relevant to the client and their treatment
- advocated and supported clients when required.

All performance evidence must be performed at least once.

Knowledge Evidence

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

This includes knowledge of:

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

- - documentation
- impact of cultural and spiritual factors on the way mental health problems develop and present
- rights as employees – industrial awards, duty of care, occupational health and safety, workers' compensation
- support systems available for employees – e.g. counselling, unions, professional associations
- the role, rights and responsibilities relating to social and emotional wellbeing work:
 - - legal responsibilities to clients, organisation and self
 - - reporting responsibilities
 - - accountability to organisation and community
 - - confidentiality requirements for social and emotional wellbeing work
 - - ethical responsibilities
 - - professional boundaries
- justice system and its processes relevant for the jurisdiction
- relevant mental health legislation and regulations for the jurisdiction
- conflict resolution and mediation.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW025 Provide information and strategies in health care

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW025 Provide information and strategies in health care		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for HLTAHW025 Provide information and strategies in health care

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- determined priorities and potential areas to be addressed in health promotion based on community and individual client needs
- promoted health care including:
 - - providing accurate information about the nature, incidence and potential impacts of particular health conditions in relation to Aboriginal and/or Torres Strait Islander communities
 - - presenting accurate information about the importance of regular checks, compliance with treatment regimes and medications, and the need to follow-up and monitor health problems
 - - communicating health information in plain language, using visual aids where appropriate
 - - discussing risk factors relating to specific health problems
 - - providing practical advice relating to maintaining good health
- provided support to clients, including:
 - - providing guidance about health issues
 - - using culturally appropriate educational resources for health programs
 - - providing information about resources available in community and statewide
 - - offering blood pressure checks, checking medication dosages and blood glucose readings
 - - supporting clients to take a self-care approach to maintaining health
 - - making appropriate referrals for clients
 - - identifying clients who require follow-up for health issues and initiating procedures to support their ongoing health care.

All performance evidence must be demonstrated at least once.

Knowledge Evidence

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

This includes knowledge of:

- organisational policies and procedures and legislation or regulations relating to:
 - - client confidentiality
 - - referral, including various levels of urgency, and follow-up of clients.
 - - mandatory reporting
 - - notifiable communicable diseases
 - - limits of own ability and authority
 - - reporting procedures
 - - documentation
- anatomy and physiology and associated microbiology, including the:
 - - respiratory system
 - - circulatory system
 - - integumentary system
 - - digestive system
 - - genitourinary system
 - - endocrine system
 - - musculoskeletal system
 - - nervous system
- pathophysiology associated with these systems, including:
 - - chronic conditions and conditions associated with a specific body system
 - - injuries
 - - wounds
 - - arthritis
 - - inflammation
 - - impact of alcohol and other drugs
- pharmacology to address pathophysiology, including:
 - - medications and forms of administration
 - - antibiotics
 - - analgesics
 - - contraindications

- - complications
 - - psychiatric medications
 - - oral hypoglycaemics
 - - insulin
- features of chronic illness, including:
 - - complex causality
 - - multiple risk factors
 - - long latency periods
 - - a prolonged course of illness
 - - functional impairment or disability
- specific chronic conditions affecting Aboriginal and/or Torres Strait Islander clients and communities, including:
 - cardiovascular disease
 - diabetes
 - cancer
 - chronic respiratory disease
 - chronic kidney disease
 - asthma
 - arthritis
 - oral disease
 - specific impacts of chronic conditions on major body organs and systems
 - groups at high risk of chronic conditions
 - determinants of chronic conditions, including:
 - - smoking
 - - physical activity
 - - nutrition
 - - alcohol intake
 - - use of illicit drugs
 - - obesity, weight and waist circumference
 - - unsafe sexual practices
 - - genetic factors
 - treatment and management of chronic conditions, including:
 - - working strategically with clients, family and significant others to promote self-management as far as possible

- - medication
 - - surgery
 - - regular exercise
 - - good nutrition
 - - cessation of smoking
 - - cessation or moderation of alcohol use
 - - cessation of illicit drug use
 - - regular screenings for changes in disease presentation and detection of other diseases
- referral services
- National Aboriginal Health Strategy
- communication strategies, including addressing specific audiences and using visual aids and body language to assist in information transaction
- health promotion strategies
- research techniques to gather health information in specific communities, including rural and remote
- organisational policies and procedures.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW026 Provide information and strategies in sexual health for men

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW026 Provide information and strategies in sexual health for men	HLTAHW413B Provide information and strategies in sexual health for men	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTASXH001 Promote men's sexual health	HLTAHW026 Provide information and strategies in sexual health for men	Non equivalent. Title changed. Changes to structure and content of Elements, Performance Criteria, Performance Evidence. Knowledge Evidence has significant additions.	Not equivalent

Assessment Requirements for HLTAHW026 Provide information and strategies in sexual health for men

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- communicated effectively in a group and one-on-one environment to promote healthy practices and discussed health issues on at least three separate occasions
- provided accurate and relevant information and guidance about men's sexual health in line with identified individual and community needs on at least three separate occasions
- provided information and strategies for at least three individual male clients by:
 - - taking a sexual history
 - - explaining concepts related to sexuality, including:
 - o sexuality and the human sexual response
 - o sexual behaviour
 - o at-risk sexual behaviour
 - o sexual discrimination
 - - explaining and demonstrating purpose and methods of contraception
 - - informing clients about STIs including history, transmission, prevention, investigations, management, complications, contact tracing and confidentiality
 - - exploring, reflecting on and clarifying client's personal experience and values in relation to sexuality
 - - making referrals at an appropriate time and to an appropriate person in relation to specific STIs.

Knowledge Evidence

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

This includes knowledge of:

- organisational policies and procedures and legislation or regulations relating to:

- - client confidentiality
- - referral, including various levels of urgency, and follow-up of clients
- - mandatory reporting
- - notifiable communicable diseases
- - limits of own ability and authority
- - reporting procedures
- - documentation
- influences on the development of sexuality, such as gender, spiritual and cultural values, kinship practices, individual ethics and socialisation.
- past and present sexual trends within Aboriginal and non-Aboriginal contexts
- sexual physiology and the human sexual response
- the influence on human sexuality and sexual response of factors such as:
 - - disability
 - - domestic violence
 - - rape
- healthy sexual behaviours and attitudes and practices that may interfere with sexual health and emotional wellbeing including:
 - - safer sex practices and barriers to same
 - - influence of alcohol and other drug use on sexual behaviours
- purpose of contraception and available options
- sexually transmissible infections, including:
 - - description/definition, statistics, signs and symptoms, universal precautions, common STIs, notifiable STIs
 - - history of STIs in the Aboriginal community and effects of STIs on the community
 - - transmission, testing and complications related to STIs
 - - impact on the ability of Aboriginal and Torres Strait Islander women to have children
 - - contact tracing/ partner notification
 - - available ways to prevent, manage and/or treat these diseases
- risk factors for contracting STIs/HIV, including:
 - - relationship between STIs and increased risk of contracting HIV
 - - unprotected anal, vaginal and oral sex, receptive and insertive
 - - partners, mother to baby, blood to blood
 - - unsafe drug injection

- importance of confidentiality, the limits to confidentiality and addressing this in a community.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW027 Provide information and strategies in sexual health for women

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
Elements define the essential outcomes.	Performance criteria specify the level of performance needed to demonstrate achievement of the element.
1. Develop positive relationships with women	1.1 Provide regular contact opportunities for women in the community

	1.2 Provide opportunities for women to voice their opinions in a safe and supported environment 1.3 Advocate for the rights and needs of women in the community
2. Promote healthy lifestyle practices	2.1 Provide information on sexual, reproductive and women's health to address identified individual and community needs 2.2 Discuss sexual practices and attitudes in relation to their impact on sexual and reproductive health and emotional wellbeing 2.3 Explain methods of contraception within a cultural context 2.4 Work within a multidisciplinary team to promote healthy sexual and lifestyle practices
3. Identify and discuss women's health and wellbeing	3.1 Identify and explain issues relevant to women's health and wellbeing 3.2 Provide advice about individual women's health issues in line with organisational guidelines 3.3 Provide emotional support to women and families as appropriate 3.4 Identify and discuss risk factors for women and refer to appropriate support agencies as required 3.5 Deliver, implement and monitor care for women as per health management protocol in accordance with legislative guidelines 3.6 Work with a team to deliver effective health promotion and education for Aboriginal and/or Torres Strait Islander women using appropriate facilitation, problem-solving and instructional practices
4. Identify and discuss women's sexual health	4.1 Explain risk factors and indicators of sexually transmissible infections (STIs) 4.2 Identify and explain methods of basic management for STIs 4.3 Prepare and present HIV/AIDS information within an STI context at a community level 4.4 Explain principles and procedures of HIV/AIDS testing and provide information as required 4.5 Explain interventions to address issues relating to STIs in the community as required 4.6 Provide advice about sexual and reproductive health issues in line with community needs and organisational guidelines

	4.7 Provide information about resources available in the community and state in relation to addressing sexual and reproductive health issues 4.8 Make appropriate referrals to address identified STIs, HIV and sexual and reproductive health issues 4.9 Maintain confidentiality to reflect community and organisation guidelines and in line with notification requirements

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW027 Provide information and strategies in sexual health for women	HLTAHW414B Provide information and strategies in sexual health for women	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTASXH002 Promote women's sexual health	HLTAHW027 Provide information and strategies in sexual health for women	Non equivalent. Title changed. Changes to structure and content of Elements, Performance Criteria,	Not equivalent

		Performance Evidence. Knowledge Evidence has significant additions.	

Assessment Requirements for HLTAHW027 Provide information and strategies in sexual health for women

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- communicated effectively in a group and one-on-one environment to promote healthy practices and discuss health issues on at least three separate occasions
- provided information and strategies to support the health of at least three women. This includes:
 - - taking a sexual history
 - - providing accurate and relevant information and guidance about women's sexual health in line with identified individual and community needs on at least three separate occasions, including:
 - o explaining concepts related to sexuality, including:
 - - sexuality and human sexual response
 - - sexual behaviour
 - - at-risk sexual behaviour
 - - sexual discrimination
 - o explaining and demonstrating purpose and methods of contraception
 - - informing clients about STIs including history, transmission, prevention, investigations, management, complications, contact tracing and confidentiality
 - - exploring, reflecting on and clarifying personal experience and values in relation to sexuality
 - - making referrals at an appropriate time and to an appropriate person in relation to specific STIs.

Knowledge Evidence

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

This includes knowledge of:

- organisation policies and procedures and legislation or regulations relating to:
 - - client confidentiality
 - - referral, including various levels of urgency, and follow-up of clients
 - - mandatory reporting
 - - notifiable communicable diseases
 - - limits of own ability and authority
 - - reporting procedures
 - - documentation
- anatomy and physiology of sexual/reproductive organs
- strategies to support women's health and wellbeing
- health prevention screening options for early identification of women's health issues
- impact and treatment of conditions affecting women's health and wellbeing, e.g. breast screening, cervical screening, domestic violence, sexual assault, menopause, vaginal prolapse and continence issues
- healthy sexual behaviours such as:
 - - safe-sex practices
 - - contraception
 - - influence of alcohol and other drug use on sexual behaviours
- sexually transmissible infections, including:
 - - description/definition, statistics, signs and symptoms, universal precautions, common STIs, notifiable STIs
 - - history of STI in the Aboriginal community and effects of STIs on the community
 - - transmission, testing and complications related to STIs
 - - impact on the ability of Aboriginal and Torres Strait Islander women to have children
 - - contact tracing/ partner notification
 - - available ways to prevent, manage and/or treat these diseases
- risk factors for contracting STIs/HIV, including:
 - - relationship between STIs and increased risk of contracting HIV
 - - unprotected anal, vaginal and oral sex, receptive and insertive
 - - partners, mother to baby, blood to blood
 - - unsafe drug injection.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW028 Provide information and strategies in chronic condition care

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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 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.

<i>Numeracy</i>	in order to offer blood pressure checks, check medication dosages, and blood glucose readings
<i>Reading</i>	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHCS010 Provide support to clients with chronic disease	HLTAHW028 Provide information and strategies in chronic condition care	Non equivalent. HLTAHW028 content split to create two individual units HLTAHCS010 and HLTAHPR005. Changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to reflect updated content of each unit. Assessment Conditions in each unit provides clearer	Not equivalent

		expression of requirements.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHPR005 Promote awareness and prevention of chronic disease	HLTAHW028 Provide information and strategies in chronic condition care	Non equivalent. HLTAHW028 content split to create two units HLTAHCS010 and HLTAHPR005. Changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to reflect updated content of each unit.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW028 Provide information and strategies in chronic condition care	HLTAHW415B Provide information and strategies in chronic disease care	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

Assessment Requirements for HLTAHW028 Provide information and strategies in chronic condition care

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- provided on at least three separate occasions access to accurate health information on chronic conditions relevant to community and individual needs
- supported and guided at least three clients with chronic conditions
- referred at least three clients with chronic conditions to relevant services
- organised and ensured follow-up care for at least three clients.

Knowledge Evidence

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

This includes knowledge of:

- organisation policies and procedures and legislation or regulations relating to:
 - - client confidentiality
 - - referral, including various levels of urgency, and follow-up of clients
 - - mandatory reporting
 - - notifiable communicable diseases
 - - limits of own ability and authority
 - - reporting procedures
 - - documentation
- prevalence and statistical incidence of diabetes, heart disease and chronic kidney disease in Aboriginal and/or Torres Strait Islander populations compared to non-Aboriginal and/or Torres Strait Islander populations
- importance of self-management and the promotion of health-seeking behaviours
- importance of developing care plans that involve the client and the multidisciplinary care team

- health promotion strategies for all chronic conditions (primary, secondary and tertiary prevention), including:
 - - maternal and infant/child health
 - - smoking cessation
 - - national recommendations for healthy eating (including avoiding foods high in saturated fat and salt)
 - - national recommendations for physical activity
 - - vaccination (hepatitis B, pneumococcal, influenza & HPV)
 - - oral health
 - - safe alcohol consumption
 - - social and emotional wellbeing
 - - annual child and adult health checks
- features of chronic illness, including:
 - - complex causality
 - - multiple risk factors
 - - long latency periods
 - - a prolonged course of illness
 - - functional impairment or disability
- specific chronic conditions affecting Aboriginal and/or Torres Strait Islander clients and communities, including:
 - - cardiovascular disease
 - - diabetes
 - - cancer
 - - chronic respiratory disease
 - - chronic kidney disease
 - - asthma
 - - arthritis
 - - oral disease
- specific impact of chronic conditions on major body organs and systems
- groups at high risk of chronic conditions
- determinants of chronic conditions, including:
 - - smoking
 - - physical activity
 - - nutrition

- - alcohol intake
- - use of illicit drugs
- - obesity, weight and waist circumference
- - unsafe sexual practices
- - genetic factors
- treatment and management of chronic conditions, including:
 - - working strategically with clients, family and significant others to promote self-management as far as possible
 - - medication
 - - surgery
 - - regular exercise
 - - good nutrition
 - - cessation of smoking
 - - cessation or moderation of alcohol use
 - - cessation of illicit drug use
 - - regular screenings for changes in disease presentation and detection of other diseases
- in relation to cardiovascular diseases:
 - - the concept of 'cardiovascular risk factors', the significance of an individual having multiple risk factors
 - - the development of atherosclerosis and the basic pathophysiology of coronary heart disease, cerebrovascular disease and peripheral vascular disease
 - - basic medical and surgical management of coronary heart disease
 - - basic knowledge of the causes, prevention and management of other cardiovascular diseases including rheumatic heart disease, heart failure and cardiomyopathies
- in relation to diabetes mellitus:
 - - basic pathophysiology of type II contrasted with type I diabetes mellitus and gestational diabetes
 - - complications of diabetes (macrovascular: coronary heart disease, cerebrovascular disease and peripheral vascular disease; and microvascular: neuropathies, retinopathy and nephropathy)
 - - main elements of the 'diabetes annual cycle of care'
 - - importance of follow-up for women with gestational diabetes and their children

- - role of other members of the multidisciplinary care team (e.g. GP, endocrinologist, diabetes educator, podiatrist, dietician, ophthalmologist/optometrist, psychologist)
- in relation to chronic kidney disease:
 - - basic pathophysiology of chronic kidney disease (causes, body systems affected, progression/staging)
 - - importance of early detection of chronic kidney disease in effort to defer or prevent end-stage kidney disease
 - - screening and monitoring of chronic kidney disease (including blood and urine tests)
 - - strategies to delay progression of chronic kidney disease (including control of blood sugar, blood pressure and smoking cessation)
 - - complications (including hypertension, anaemia, bone demineralisation and high potassium levels) and major causes of death
 - - options for management of end-stage kidney disease (palliative care, haemodialysis, continuous ambulatory peritoneal dialysis, transplant).
 - - dilemmas and difficulties faced by Aboriginal and/or Torres Strait Islander people and their families who need to relocate to distant centres in order to access dialysis treatment
- supporting clients in self-care, including diet, physical activity, foot care, self-monitoring of blood sugar, and use of diabetes medicines in relation to chronic renal disease, :
 - - basic pathophysiology of chronic renal failure (causes, body systems affected, natural history)
 - - factors which may worsen or accelerate renal failure (including: high blood pressure, anti-inflammatory drugs, poor diabetes control, dehydration, high protein diet)
 - - clinical features of advanced renal failure
 - - the importance of early detection of renal disease in efforts to defer or prevent end-stage renal failure
 - - options for treatment of end-stage renal failure (haemodialysis, chronic ambulatory peritoneal dialysis, transplant)
- the dilemmas and difficulties faced by Aboriginal people and their families who need to relocate to distant centres in order to access dialysis treatment
- familiarity with a range of other common chronic conditions in Aboriginal populations:
 - - chronic liver disease – causes, clinical features and principles of management (including hepatitis B, hepatitis C, alcoholic liver disease and cirrhosis)
 - - chronic obstructive lung disease, relationship to smoking and principles of management

- agencies able to provide support and assistance to Aboriginal and/or Torres Strait Islander people with chronic disabilities
- strategies to assist Aboriginal and/or Torres Strait Islander people with disabilities to live fulfilling and productive lives in the community
- methods of organising care of clients with chronic conditions (e.g. disease registers, care plan schedules in medical files, tagging files, computerised client information and recall systems)
- value of the opportunistic approach to chronic condition surveillance (comprehensive check-ups as people come to the clinic)

Assessment Conditions

Skills must be demonstrated working:

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

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

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment, including medical equipment used to conduct checkups, such as sphygmomanometer and glucometer to monitor blood pressure and blood sugar.

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW029 Provide information and strategies in maternal and infant health

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Provide health information, support and care for women and families in pregnancy	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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW029 Provide information and strategies in maternal and infant health	HLTAHW416B Provide information and strategies in maternal and child health	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and	Not equivalent

		environment requirements	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAMAT001 Provide antenatal health care	HLTAHW029 Provide information and strategies in maternal and infant health	Non equivalent. Duplicative content from HLTAHW029 and HLTAHW057 merged into two separate units HLTAMAT001 and HLTAMAT003. Changes to structure and content of Elements and Performance Criteria. Performance Evidence, Performance Criteria, Knowledge Evidence and Assessment Conditions changed.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAMAT003 Provide postnatal health care for mothers and babies	HLTAHW029 Provide information and strategies in maternal and infant health	Non equivalent. Significant duplicative content from HLTAHW029 and HLTAHW059 merged into two units - HLTAMAT001 and HLTAMAT003. Changes to structure and content of Elements and Performance Criteria. Performance Evidence, Performance Criteria, Knowledge Evidence and Assessment Conditions changed.	Not equivalent

Assessment Requirements for HLTAHW029 Provide information and strategies in maternal and infant health

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- provided information and strategies to at least three women and their infants to support maternal and infant health by:
 - - communicating in an effective and culturally safe and appropriate manner to understand the mother's and infant's needs
 - - providing accurate and relevant information and guidance about maternal and infant health and wellbeing
 - - communicating effectively with client to obtain information and ensure understanding of information provided
 - - assisting mothers presenting with antenatal problems
 - - liaising between service providers, individuals, families and community groups to support maternal and infant health
 - - reflecting on own level and application of skills and knowledge to achieve desirable outcomes for clients
- worked within a team on at least three occasions to deliver effective health promotion and education for Aboriginal and/or Torres Strait Islander communities and clients around maternal and infant health by:
 - - using appropriate facilitation, problem-solving and instructional practices
 - - communicating effectively and in a culturally safe and appropriate manner
 - - promoting discussion of health issues around maternal and infant health.

Knowledge Evidence

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

This includes knowledge of:

- organisation policies and procedures and legislation or regulations relating to:

- - client confidentiality
- - referral, including various levels of urgency, and follow-up of clients
- - mandatory reporting
- - notifiable communicable diseases
- - limits of own ability and authority
- - reporting procedures
- - documentation
- standard treatment protocols in accordance with legislative guidelines
- role of the Aboriginal and Torres Strait Islander Health Worker in relation to maternal and infant health education and care
- culturally appropriate and safe birthing practices
- awareness of the health and wellbeing of mother and child which encompasses physical, social-emotional and nutritional aspects
- health conditions and associated risks related to pregnancy, maternal and infant health which includes:
 - - alcohol and other drugs
 - - smoking
 - - nutrition
 - - domestic violence
 - - sexual assault
- relevant evaluation criteria for monitoring effectiveness of specific maternal and infant health management program.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW030 Provide information and strategies in eye health

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Provide 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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHCS013 Provide eye health care	HLTAHW030 Provide information and strategies in eye health	Non equivalent. Title changed. Changes to content of Elements, Performance Criteria, Performance Evidence and Knowledge Evidence. Assessment Conditions provides clearer expression of requirements.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW030 Provide information and strategies in eye health	HLTAHW417B Provide information	New unit in HLT Health Training Package Release 1.0.	Not equivalent

	and strategies in eye health	Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	

Assessment Requirements for HLTAHW030 Provide information and strategies in eye health

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- communicated effectively in a group and one-on-one environment to promote healthy practices and discussed eye health issues on at least three separate occasions
- provided accurate and relevant information and guidance about eye health care for at least three clients, and ensured each client's understanding of information
- performed each of the following on at least three occasions:
 - - an emergency pupil assessment
 - - a basic external eye examination
 - - vision and visual acuity testing
 - - diagnosis and treatment of conjunctivitis, corneal foreign bodies and minor ocular trauma
 - - trachoma identification and grading
 - - retinal photographs
 - - pinhole acuity measurement
 - - eye drop and ointment instillation
 - - eye patch and eye shield fitting
 - - spectacle adjustments and minor repairs
- facilitated referrals for patients and liaised between service providers, individuals, families and community groups
- organised a regular or visiting Optometry or Ophthalmology Clinic at least once, including:
 - - scheduling provider dates and organising travel logistics
 - - organising patient lists and bookings
 - - completing paperwork and maintaining patient records
- evaluated eye health programs and implemented strategies to improve eye health in the community on at least one occasion.

Knowledge Evidence

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

This includes knowledge of:

- anatomy and physiology of the eye
- broad facts of eye diseases (manifestation, impact and treatment)
- eye-related symptoms and signs that suggest a need for urgent/emergent medical or optometric assessment
- refractive errors and spectacle correction
- children's vision issues (strabismus and amblyopia)
- diabetes
- organisation policies and procedures
- strategies to:
 - - improve eye health in the community
 - - address clients presenting with eye problems
 - - coordinate provision of optimum level of eye health service delivery
- eye health problems requiring referral
- effective self-care practices for eye health
- relevant evaluation criteria for monitoring effectiveness of eye health care program.

Assessment Conditions

Unless state or territory legislation prevents practice in the workplace, skills must be demonstrated working:

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

Note: Where state or territory legislation prevents practice in the workplace, simulated assessment environments may only be used in place of workplace assessment.

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

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment including retinal cameras, and tools and equipment used to test

visual acuity, to measure pupillary distance and Bifocal and progressive height measurements and to adjust spectacles.

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

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

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Provide strategies to promote and strengthen the	1.1 Determine the components of a 'healthy family' and strategies to strengthen the family unit

capacities of families and communities	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
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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

<i>Learning</i>	in order to locate, evaluate and organise information to suit intended audience and purpose

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW031 Provide information/strategies to enhance capacities of Aboriginal/Torres Strait Islander families	HLTAHW422B Provide information and strategies to strengthen families	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

Assessment Requirements for HLTAHW031 Provide information/strategies to enhance capacities of Aboriginal/Torres Strait Islander families

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- supported at least five families (including children and/or young people) to develop their capabilities. This includes:
 - - communicating effectively in a group and one-on-one environment to promote healthy practices and discussing health issues
 - - providing accurate and relevant information and guidance about family issues and strategies to strengthen families, in line with identified individual and community needs
 - - identifying intervention and support strategies appropriate to the client's family issues
 - - making referrals to appropriate services to assist with client's family health problems and following up as required.

Knowledge Evidence

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

This includes knowledge of:

- - definitions and forms of violence, sexual assault, physical and emotional abuse and neglect, including:
 - o indicators and common behaviours
 - o factors involved and links between them
 - o potential impact on individuals and families involved and the community
 - o likely needs of individuals and families involved
 - o knowledge of the social, political, historical, and economic context of family and domestic violence, including types and nature of violence

- o nature and dynamics of abuse, assault and violence in Aboriginal and/or Torres Strait Islander communities
 - o impact of the risk of and actual violence and abuse on children, families, adults and community
 - o misconceptions and prevalent attitudes about violence and abuse which impede individuals and families seeking help, and hinder community development and other interventions
- - strategies to support children, young people and families who:
 - o have experienced or are at risk of familial violence, sexual assault, physical and emotional abuse or neglect
 - o are in crisis situations
 - o require long-term support
- - how to apply community development principles and strategies
- - diversity of Aboriginal and/or Torres Strait Islander cultures
- - impact of colonisation on individual and community identity through the loss of family, kin, language, social structures, traditional land ownership, law, knowledge and cultural practices
- - interaction between western and traditional practices, including impact of 'culture shock'
- - historical, social, political and economic factors contributing to ill health and chronic conditions among Aboriginal and/or Torres Strait Islander peoples
- - culturally safe and appropriate forms of communication and interaction with individuals and communities
- - organisation procedures, state, territory and/or federal legislation and regulations informing own scope of practice, including:
 - o duty of care
 - o mandatory reporting requirements and child protection systems
 - o ethical considerations
 - o children's and human rights
 - o codes of practice
 - o discrimination on unlawful grounds, including race, sex, sexual orientation, gender, religion, culture
- - current organisation procedures, practices and standards relating to:
 - o client assessment
 - o allocation of services
 - o case management
 - o interviewing

- o code of conduct
 - o confidentiality
 - o file management
 - o use of resources
 - o programmed intervention
- - additional services including:
 - o other health care practices or agencies for referral of individuals and families
 - o interpreter and translation services
- - own professionalism, including:
 - o own values and attitudes and potential impact on clients
 - o ethical decision-making.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW032 Supervise individual workers

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW032 Supervise individual workers	HLTAHW427B Supervise individual workers	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

Assessment Requirements for HLTAHW032 Supervise individual workers

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- inducted at least three new staff, including providing information regarding the community, organisation and rights and responsibilities of the role
- developed at least three work plans in consultation with the new staff members and in accordance with organisational needs and performance goals
- reviewed staff performance and provided feedback on at least three occasions
- supported professional development of at least three staff members by:
 - - identifying training needs and opportunities
 - - assisting staff in developing career plans and identifying opportunities for career progression and professional development
 - - contributing to the ongoing support and development of staff involved in provision of primary health care services to Aboriginal and/or Torres Strait Islander clients.

Knowledge Evidence

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

This includes knowledge of:

- - relevant organisation guidelines
- - awards or Enterprise Bargaining Agreements (where they exist)
- - organisational human resource management policies
- - union documents/guidelines/policies
- - performance appraisal protocols
- - conditions of service
- - strategies to meet staff training needs

- - networking and information exchange processes
- - career progression opportunities
- - community support mechanisms
- - industrial relations principles and current issues
-

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW033 Maintain community health profile

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW033 Maintain community health profile	HLTAHW428B Maintain community health profile	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTARES002 Prepare and maintain community health profile	HLTAHW033 Maintain community health profile	Non equivalent. Title changed. Changes to structure and content of Elements, Performance Criteria, Performance Evidence. Knowledge Evidence has significant additions. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.	Not equivalent

Assessment Requirements for HLTAHW033 Maintain community health profile

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- used research information and community consultation as a basis for developing a community health profile for an Aboriginal and/or Torres Strait Islander community
- reviewed and amended the profile as required
- consulted key people, organisations and community representatives
- presented information to organisations and community representatives in a clear manner, using culturally appropriate and safe language and gestures.

All performance criteria must be demonstrated at least once.

Knowledge Evidence

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

This includes knowledge of:

- relevant policies, protocols and procedures of the organisation, governments and other organisations
- research ethics
- local resources
- project management
- sources of information and ways to access them
- formats for compiling information
- principles of community development
- community ownership of data
- research methodologies

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW034 Provide healthy lifestyle programs and advice

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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 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 principles of healthy eating 6.3 Sort foods according to the <i>Australian Guide to Healthy Eating</i> 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

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHPR007 Promote lifestyle change	HLTAHW034 Provide healthy lifestyle programs and advice	Non equivalent. Title changed. Changes to content of Elements, Performance Criteria, Performance Evidence and Knowledge Evidence.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW034 Provide healthy lifestyle programs and advice	HLTAHW429B Provide healthy lifestyle programs and advice	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

Assessment Requirements for HLTAHW034 Provide healthy lifestyle programs and advice

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- planned for at least one training program to deliver healthy lifestyle information and advice by:
 - - identifying a target audience for the program
 - - determining the content of the program, and the timeframes for delivery
 - - promoting the program through appropriate forums
 - - securing the location and necessary resources for the program delivery
- delivered the training program at least twice by:
 - - communicating in a culturally appropriate and safe manner at all times with participants
 - - addressing the needs of individual participants, and the group as a whole
 - - checking for understanding of individuals, and supporting involvement of the group in training
 - - providing information about:
 - o healthy diet, including appropriate intake of specific ingredients such as salt, sugar and fat
 - o shopping for health food and meal preparation
 - o dietary guidelines
 - o diet and self-esteem issues
 - o preparation of healthy meals
 - o food labels and nutritional values
 - o principles of the Australian Dietary Guidelines
 - o links between diabetes and a healthy lifestyle, and general diabetes awareness
- evaluated both healthy lifestyle training programs, customised to address participant and community needs by:

- - communicating with individuals, families and communities to identify, establish and maintain lifestyle changes to achieve improved health
 - - identifying areas and suggesting specific measures for improvement.
- documented all aspects of planning, delivery and evaluation of at least one healthy lifestyle training program.

Knowledge Evidence

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

This includes knowledge of:

- organisation policies and procedures and legislation or regulations relating to:
 - - client confidentiality
 - - referral, including various levels of urgency, and follow-up of clients
 - - mandatory reporting
 - - notifiable communicable diseases
 - - limits of own ability and authority
 - - reporting procedures
 - - documentation
- nutrition for good health
- specific nutritional issues for Aboriginal and/or Torres Strait Islander communities and individuals
- *Australian Guide to Healthy Eating* and the nutrients associated with each food group
- *Aboriginal and Torres Strait Islander Guide to Healthy Eating*
- basic eating patterns for healthy weight and factors associated with quick weight-loss diets
- benefits and common myths relating to physical activity
- processes of behaviour change, including:
 - - stages of behaviour change
 - - factors that influence behaviour change
 - - barriers to behaviour change
- nutritional needs of people at different stages in the lifecycle
- risk factors associated with common nutrition-related diseases.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW035 Provide information and support around cancer

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

<i>Learning</i>	in order to locate, evaluate and organise information to suit intended audience and purpose
<i>Numeracy</i>	in order to interpret, calculate and express the level of incidence of cancer using ratios and percentages

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHCS007 Provide support to men with cancer	HLTAHW035 Provide information and support around cancer	Non equivalent. Content split and covered in two individual units HLTAHCS007 and HLTAHPR002. Changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to reflect updated content of each unit. Assessment Conditions in each unit provides clearer expression of requirements.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHPR002 Promote awareness	HLTAHW035 Provide information and support around cancer	Non equivalent. HLTAHW035 content split to create two separate units	Not equivalent

and early detection of cancer to men		HLTAHCS007 and HLTAHPR002. Changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW035 Provide information and support around cancer	HLTAHW430A Provide information and support around cancer	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

Assessment Requirements for HLTAHW035 Provide information and support around cancer

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- communicated effectively and in a culturally safe and appropriate manner, on at least one occasion, to Aboriginal and/or Torres Strait Islander clients to promote community awareness of and current information about cancer and its different signs and symptoms and risk factors
- provided support to at least three clients diagnosed with cancer and/or undergoing cancer treatment by:
 - - providing information about diagnostic tests and investigation techniques
 - - equipping clients with resources and explaining support services and their roles for the client and their families
 - - providing information regarding different treatment options
 - - liaising with other services to ensure appropriate exchange of client information
 - - assisting in planning and implementing care needs
 - - identifying and addressing barriers to receiving treatment
 - - explaining palliation options, if required
 - - facilitating appropriate referrals for clients.
 -

Knowledge Evidence

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

This includes knowledge of:

- epidemiology and pathophysiology including:
 - - common signs and symptoms that aid early detection of cancer
 - - how cancer is detected and treated

- - the basic definition of cancer and how cancer multiplies and spreads (i.e. the 'weed' analogy)
 - - the outcomes for Aboriginal and Torres Strait Islander people and why outcomes are generally worse for them than other Australians
 - - the statistical incidence of the main cancers affecting Aboriginal and Torres Strait Islander people including the common cancers affecting men and women
- prevention and risk factors such as:
 - - how the social determinants of health affect wellbeing in relation to family, community and culture
 - - an understanding that Aboriginal and Torres Strait Islander people face a much higher burden of tobacco-related cancers than other people in the community
 - - ways to prevent or reduce the risk of cancer, including lifestyle-associated risk factors, such as smoking, alcohol, physical inactivity, overweight, obesity, poor diet, overexposure to sunlight, unsafe sex, hepatitis B, hepatitis C, human papillomavirus (HPV) and the role of vaccinations
- screening and early detection, including:
 - - factors that influence an individual's decision to participate in screening programs relevant to Aboriginal and Torres Strait Islander communities
 - - benefits of early diagnosis
 - - national screening programs available
 - - locations of where treatment options and support services are available
 - - the importance of patient choices (including the engagement of traditional healers and adherence to religious belief systems)
- support during the cancer journey such as:
 - - the emotional and psychosocial impact of cancer diagnosis and treatment
 - - ways to access Aboriginal and/or Torres Strait Islander and other agencies and networks coordinating care for clients and their families who have experienced cancer
 - - ways to access referral agencies and other resources
 - - ways to communicate with clients and families during the emotional and psychosocial impact of cancer diagnosis and treatment
- follow-up care, including:
 - - mechanisms for ensuring clients attend local health services for regular check-ups
 - - support mechanisms to manage physical and psychosocial care upon client's return home
- palliation, including:

- - methods of managing the psychosocial aspects of symptoms and pain
- - pain management methods and advanced symptoms management for people with terminal cancer
- - ways to judge the appropriate time and to use culturally sensitive language to talk about the principles and philosophy of palliative care with Aboriginal and/or Torres Strait Islander people
- administration and quality control, incorporating:
 - - the use of client information systems and recall functions to follow-up clients
 - - ways to enable Aboriginal and/or Torres Strait Islander Health Workers to provide feedback on cancer programs in the local health services where they are employed, to management and community
- methods that are patient-choice led and individualised to cultural values of people under treatment:
 - - whereby multidisciplinary team principles and practices (including supportive care needs) are identified before treatment starts
 - - including common forms of treatment, such as surgery, radiotherapy, chemotherapy, non-active and traditional healing.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW036 Provide information and support to women with breast cancer

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Promote awareness and early detection of breast cancer	1.1 Identify community and individual client needs in determining priorities for promotion of breast awareness and early detection of breast cancer

	1.2 Provide accurate clinical information about the nature of breast cancer, including the definition and signs and symptoms 1.3 Give clients accurate information on incidence, survival and mortality rates of breast cancer in relation to Aboriginal and/or Torres Strait Islander communities 1.4 Discuss risk factors relating to breast cancer in the context of cultural, community, family and individual issues 1.5 Explain practices for early detection of breast cancer 1.6 Provide information and practical advice relating to modifiable risk factors of developing breast cancer
2. Provide information and support to clients being investigated for a breast cancer symptom	2.1 Equip clients with an overview of investigation methods and diagnostic tests for breast cancer 2.2 Provide information about own service and role to other organisations 2.3 Facilitate communication between services to optimise service delivery
3. Provide information and support to clients being treated for breast cancer	3.1 Provide information and current evidence regarding breast cancer treatments 3.2 Promote the exchange of information about care needs and positive multidisciplinary clinical partnerships in planning and implementing breast cancer care 3.3 Collaborate with clients, their family/significant others and the multidisciplinary team in planning and implementing care to meet the multiple health and support needs of clients 3.4 Provide appropriate information and resources on supportive care, and facilitate access to health services and community resources which provide such care
4. Provide information and support to clients to complete breast cancer follow-up care	4.1 Provide information to clients on follow-up care in relation to the breast cancer journey 4.2 Collaborate with clients, their family/significant others and the multidisciplinary team in planning and implementing follow-up care

	4.3 Identify barriers to accessing treatment for cancer in Aboriginal and/or Torres Strait Islander women 4.4 Provide information on key psychosocial issues facing Aboriginal and/or Torres Strait Islander women with cancer 4.5 Use basic, culturally appropriate communication skills to support women being treated for breast cancer 4.6 Identify patients at higher risk of psychosocial distress who may benefit from additional assessment and appropriate referral for psychosocial care 4.7 Provide continuity of care for the patient, communicating regularly and collaboratively with the multidisciplinary health care team

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

<i>Learning</i>	in order to locate, evaluate and organise information to suit intended audience and purpose
<i>Numeracy</i>	in order to interpret, calculate and express the level of incidence of cancer using ratios and percentages

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHCS008 Provide support to women with cancer	HLTAHW036 Provide information and support to women with breast cancer	Non equivalent. HLTAHW036 content split to create two units HLTAHCS008 and HLTAHPR003. Changes to Elements, Performance Criteria, Performance Evidence	Not equivalent

		and Knowledge Evidence to reflect updated content of each unit.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHPR003 Promote awareness and early detection of cancer to women	HLTAHW036 Provide information and support to women with breast cancer	Non equivalent. HLTAHW036 content split to create two units HLTAHCS008 and HLTAHPR003. Changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to reflect updated content of each unit.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW036 Provide information and support to women with breast cancer	HLTAHW431A Provide information and support to women with breast cancer	Updated in HLT Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.	Not equivalent

Assessment Requirements for HLTAHW036 Provide information and support to women with breast cancer

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- provided support to at least three different women diagnosed with breast cancer by offering:
 - - advice about available treatment
 - - information about further diagnostic tests and investigation techniques
 - - explanation of available services and their roles
 - - support to clients undergoing breast cancer treatment, including assistance with:
 - o information regarding different treatment options
 - o liaison with other services to ensure appropriate exchange of client information
 - o care plans and their implementation
 - o identifying and addressing barriers to receiving treatment
 - o access to support services for the client and their families
 - - follow-up with clients and identification of psychosocial issues, referring as required
 - - a collaborative approach to working with the multidisciplinary health care team to support client needs
- communicated effectively and in a culturally safe and appropriate manner to Aboriginal and/or Torres Strait Islander women to promote community awareness of and current information about breast cancer and its signs and symptoms and risk factors. This must occur on at least one occasion in a group environment.

Knowledge Evidence

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

This includes knowledge of:

- early signs and symptoms of breast cancer
- risk factors of early breast cancer
- early detection breast cancer strategies such as:
 - - breast awareness
 - - mammography screening every two years
- statistical incidence, survival and mortality rates of breast cancer in the Aboriginal and/or Torres Strait Islander population compared to the whole Australian population
- definition of breast cancer, including:
 - - Ductal Carcinoma in Situ (DCIS)
 - - early breast cancer
 - - secondary breast cancer
- healthy lifestyle strategies to reduce the risk of developing breast cancer
- the three diagnostic components (also known as triple test) of early breast cancer which are:
 - - medical history and clinical breast examination
 - - imaging-mammography and/or ultrasound
 - - biopsy
- treatments for early breast cancer, including the aim of treatment, duration and side-effects, including:
 - - chemotherapy
 - - hormonal therapy
 - - radiotherapy
 - - surgery (mastectomy and breast-conserving surgery)
 - - targeted therapy
- the key psychosocial issues for Aboriginal and/or Torres Strait Islander women with breast cancer, including:
 - - emotional
 - - psychological
 - - physical
 - - practical
- agencies able to provide support and assistance to Aboriginal and/or Torres Strait Islander women with breast cancer.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW037 Support the safe use of medications

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. Determine client medication requirements	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) 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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAMED002 Support the safe use of medications	HLTAHW037 Support the safe use of medications	Non equivalent. Changes to content of Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to focus on provision of information about medications. Assessment Conditions provides clearer expression of requirements.	Not equivalent

Assessment Requirements for HLTAHW037 Support the safe use of medications

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- provided clear and accurate information to support the safe use of medicines to least five individual clients. This includes:
 - - communicating effectively and in a culturally safe and appropriate manner to identify client information needs about medication, and providing information to meet those needs
 - - undertaking research and using various medication references and resources, such as MIMS, standing orders, guidelines and CMI in line with the Quality Use of Medicines framework and organisational requirements
 - - using published medication references and resources to:
 - o check written orders for medicines
 - o identify medicines by their generic and/or brand names
 - o note potential drug interactions
 - o identify special precautions and contraindications
 - o check terms and abbreviations commonly used in prescribing and administering medications
 - - confirming information to be provided to the client with relevant health professionals
 - - working within the scope and parameters of the work role as a member of a multidisciplinary team providing primary health care to Aboriginal and/or Torres Strait Islander clients and community
 - - maintaining records and documentation in line with organisational requirements
- provided clear and accurate information to support the local Aboriginal and/or Torres Strait community, or a section of the community, in the use of medicines by on at least one occasion by:
 - - using culturally appropriate and safe communication to determine needs for medication information by a community or specific group

- - researching and determining the information to be provided
- - delivering information in a culturally appropriate and safe manner to a group of community members.

Knowledge Evidence

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

This includes knowledge of:

- application of universal precautions in the administration of medicines
- basic medications commonly used in daily role, and effects on the body
- federal and state legislation relating to the control, labelling, storage and dispensing of drugs and medication
- workplace health and safety issues
- organisational policies and procedures relating to drugs and medications
- schemes and programs to support access to medications, including the PBS and Close The Gap Initiative
- relevant services provided by Commonwealth, state and territory to support medication use
- signs of anaphylaxis and appropriate management /referral
- Quality Use of Medicines and the CMI
- National medication access and review initiatives for Aboriginal/Torres Strait Islander people
- special considerations in use of medicines, including:
 - - pregnancy and lactation
 - - renal failure
 - - anti-coagulant therapy
 - - potential drug interactions
 - - differences of medication impact on children and adults
- types of locally available/used traditional bush medicines and their benefits.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW038 Assess and promote physical and emotional wellbeing of children

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Assess current child physical health and wellbeing	1.1 Consult family or carer regarding child, family and social history 1.2 Review documentation relevant to child's physical and emotional health

	1.3 Conduct a full assessment of the child according to organisation procedures 1.4 Identify normal and abnormal findings in conducting child health assessment 1.5 Recognise and respond to indicators for potentially serious health concerns according to standard treatment in line with protocols 1.6 Record information according to organisation guidelines
2. Develop a health care plan	2.1 Identify physical and emotional health needs of infants and children 2.2 Discuss and confirm child health requirements of the health care plan with primary health care team and/or supervisors 2.3 Work collaboratively with families or carers, the multidisciplinary team, organisations and agencies to develop a health care plan 2.4 Identify appropriate health care activities to include in plan 2.5 Develop plans according to standard treatment protocols, work roles and legislative frameworks 2.6 Discuss health care plans and possible options with parents or carers and where possible, with the child to support understanding and cooperation
3. Deliver health care to children according to health care plan	3.1 Provide care according to the child health plan and client requirements 3.2 Refer to standard treatment protocols, own work role and scope and legislative frameworks to implement the care plan 3.3 Implement immediate and appropriate actions in response to relevant child health conditions in line with standard protocols 3.4 Provide health education to family or carers and encourage questions to support understanding 3.5 Where possible, encourage the child to ask questions about own health to support the child's own understanding and involvement in health care

4. Monitor and review continuing care for children	4.1 Use regular appointments and checkups to monitor the progress of the health care plan and health of the child 4.2 Discuss outcomes of health checks with primary 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAMAT004 Assess children's health	HLTAHW038 Assess and promote physical and emotional wellbeing of children	Non equivalent. Duplicative content from HLTAHW038 and HLTAHW039 used to create two units - HLTAMAT004 and HLTAMAT005. Changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence. Assessment Conditions in each unit provides clearer expression of requirements.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTAMAT005 Provide health care for children	HLTAHW038 Assess and promote physical and emotional wellbeing of children	Non equivalent. Duplicative content from HLTAHW038 and HLTAHW039 used to create two units - HLTAMAT004 and HLTAMAT005. Significant changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence. Assessment Conditions in each unit provides clearer expression of requirements.	Not equivalent

Assessment Requirements for HLTAHW038 Assess and promote physical and emotional wellbeing of children

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- assessed the physical and emotional wellbeing of at least three children aged birth to 5 years by:
 - - engaging and communicating with each child's family in a culturally appropriate and safe manner to gather information about the child
 - - communicating in a safe and welcoming manner with each child
 - - undertaking an assessment of the child's physical health
 - - completing an assessment of the child's emotional health
 - - interpreting assessment results and responding accordingly to results outside of normal ranges
 - - identifying areas to address in each child's health care plan
- developed a health care plan for at least three children aged birth to 5 years by:
 - - consulting with relevant staff and colleagues on appropriate health care for the child
 - - discussing health needs of the child with the family
- provided health care according to the health care plan for at least three children aged birth to 5 years, including;
 - - referring the client to appropriate health care providers according to the child's needs
 - - encouraging the child and family to ask questions about the health care being delivered
- monitored health care of at least three children aged birth to 5 years and made adjustments to the health care plan according to child's progress and health.

Knowledge Evidence

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

This includes knowledge of:

- application of universal precautions
- workplace health and safety issues
- physical and cognitive developmental milestones
- communication with families and children
- assessment of the physical wellbeing of children
- child social and emotional wellbeing assessment
- assessment and management of the following common child health conditions:
 - - anaemia
 - - respiratory conditions including chest infections, viruses and asthma (acute and ongoing management)
 - - oral health and dental problems
 - - diarrhoea, acute and persistent
 - - ear and hearing problems including examination, assessment and management
 - - rashes and skin conditions
 - - urinary problems
 - - cardiac including rheumatic heart disease and acute rheumatic fever
- health care which includes growth monitoring
- assessment and management of failure to thrive and growth faltering
- language and communication assessment and referral procedures
- childhood immunisation schedule and requirements
- dehydration and rehydration requirements in unwell children
- assessment and management of serious conditions for children birth to five years – the unwell child and the warning signs
- management of the febrile child
- child safety and protection including child neglect, physical and emotional abuse and sexual abuse; non accidental injuries in children
- Charter on Rights of Children and Young People in Health Care Settings in Australia
- child health promotion strategies including:
 - - immunisations

- - disease prevention and hygiene-
- - mental health promotion
- - early learning promotion
- - exercise and physical wellbeing
- organisation policies and procedures relating to child health and wellbeing assessment, planning and implementing health care.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

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

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

- an Aboriginal and/or Torres Strait Islander Health Worker

or:

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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW039 Monitor early childhood growth and development

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Initiate and undertake growth and development monitoring	1.1 Establish trust and rapport with children and their families/carers through effective communication strategies 1.2 Maintain confidentiality of client information

	1.3 Use culturally appropriate and safe methods during interactions 1.4 Provide information to children and their families/carers regarding growth and development procedures 1.5 Use appropriate screening tools and equipment as per child health protocols and procedures 1.6 Conduct screening in accordance with organisational policies and procedures and workplace health and safety requirements, in line with job role 1.7 Use age-appropriate strategies when performing growth and developmental screening 1.8 Accurately document growth and development screening data
2. Interpret results of growth and development screening and undertake actions	2.1 Review screening findings against tools and in accordance with organisational protocols 2.2 Recognise deviations from normal parameters regarding child growth and development 2.3 Recognise the cumulative effects of multiple risk factors and the developmental implications 2.4 Provide information to child, parent/caregiver regarding the results and the negotiated care plan required 2.5 Discuss and develop a plan in consultation with appropriate health care professionals, organisations and/or agencies 2.6 Implement appropriate actions and care according to organisational protocols, in line with work role and legislative frameworks
3. Promote optimal growth development and wellbeing in childhood	3.1 Provide information to parents and carers regarding influences that shape growth, development and wellbeing in childhood 3.2 Identify environmental conditions and experiences known to have adverse effects on prenatal and early childhood development

	3.3 Identify features and qualities of communities that help or hinder families in their capacity to raise young children adequately 3.4 Identify local resources to assist in promoting growth, development and wellbeing in childhood 3.5 Promote strategies to support individuals and the community to foster optimal health and wellbeing in childhood 3.6 Provide referrals to appropriate support programs

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAMAT004 Assess children's health	HLTAHW039 Monitor early childhood growth and development	Non equivalent. Duplicative content from HLTAHW038 and HLTAHW039 used to create two units - HLTAMAT004 and HLTAMAT005. Changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence. Assessment Conditions in each unit provides clearer expression of requirements.	Not equivalent

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAMAT005 Provide health care for children	HLTAHW039 Monitor early childhood growth and development	Non equivalent. Duplicative content from HLTAHW038 and HLTAHW039 used to create two units - HLTAMAT004 and HLTAMAT005. Significant changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence. Assessment Conditions in each unit provides clearer expression of requirements.	Not equivalent

Assessment Requirements for HLTAHW039 Monitor early childhood growth and development

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- monitored the growth and development of at least three children aged birth to 5-years-old by:
 - -using effective communication strategies which demonstrate cultural appropriateness and safety to engage with the families and/or carers of each child
 - - explaining the purpose and promoting the benefits of screening to clients and parents/carer
 - - taking a detailed history, eliciting relevant information from the child, carer or family and documentation
 - - using screening tools and equipment in accordance with organisational protocols
 - - making referrals for assessment based on parental concerns and any observed variations
 - - initiating appropriate actions in response to growth and development screening results, in line with organisational procedures and protocols, for presenting health conditions
 - - explaining concepts related to growth and development including:
 - o nutrition – including breastfeeding
 - o physical activity
 - o environment
 - - informing parents/caregivers about age-appropriate milestones of growth and development including;
 - o fine and gross motor skills
 - o emotional, social and behavioural development
 - o language and communication

- - documenting outcomes of all assessment, treatment decisions and monitoring according to organisation procedures and policies and in regard to confidentiality of the clients and families.

Knowledge Evidence

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

This includes knowledge of:

- core principles of child development and broader knowledge of current research around child development
- the impact of contextual factors that influence and challenge a child's physical, emotional and psychological development
- broad understanding of the domains of child development
- developmental milestones within specific age groups
- indicators of abnormal or 'red flags' within the age-specific developmental domains
- differences among children in stage of development, needs, interests and strengths when providing services to children
- application of standard universal precautions
- past and present growth and development trends within Aboriginal and Torres Strait Islander population
- maternal history and issues related to pregnancy and childbirth
- differences in growth patterns for breastfed and formula-fed children, preterm infants and infants with a disability
- assessment and management of failure to thrive and growth faltering
- child health promotion strategies including:
 - - immunisations
 - - disease prevention and hygiene
 - - mental health promotion
 - - protective behaviors
 - - early learning promotion
 - - exercise and physical wellbeing
- organisation policies and procedures relating to child health and wellbeing assessment, planning and implementing health care.

Assessment Conditions

Skills must be demonstrated working:

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

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

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment. This may include tools and equipment associated with child growth and development screening and monitoring.

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW040 Promote burns prevention in homes and the community

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Identify burn and scald risk factors	1.1 Demonstrate respect for Aboriginal and/or Torres Strait Islander community values, beliefs and gender 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW040 Promote burns prevention in homes and the community		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for HLTAHW040 Promote burns prevention in homes and the community

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- explained and described burns prevention strategies using clear, simple language
- worked with community to seek input and feedback on burns prevention programs
- observed, obtained and interpreted information from at least three clients in relation to burn injuries, client behaviour and health services
- worked with clients, colleagues, community members and other agencies as required
- performed a risk assessment of potential burn hazards in the community.

All performance evidence must be performed at least once.

Knowledge Evidence

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

This includes knowledge of:

- effective strategies to monitor and manage identified burn risks in line with community needs and sensitivities
- methods of evaluating burns prevention programs and providing feedback to health service management and the community in line with organisation and community requirements
- epidemiology of Aboriginal and Torres Strait Islander people
- the range of burn injuries:
 - 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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW041 Assess and manage emergency treatment of burns

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Assess the severity of a burn injury	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 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.

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW041 Assess and manage emergency treatment of burns		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for HLTAHW041 Assess and manage emergency treatment of burns

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - - 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
 - 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:
 - o flame, scald and contact burn incidents
 - o liquid and powder chemical burn incidents
 - o electrical burn incidents
 - o LPG, ice and other cold injury incidents
- - contact persons from emergency and medical services
- - information that minimises the risk of complications
- - predisposing factors to burn depth progression
- - correct emergency management of spinal injury (electrical injuries)
- - PPE usage
- - risks and management of specific chemical burns, including:
 - o acid burn
 - o alkaline burn
 - o powder chemical burn
 - o alkali-metal burn
 - o bitumen burn
- - burn wound care and management, including:
 - o principles of wound care
 - o what environment minimises risk of infection
 - o principles of wound dressing selection
 - o traditional or bush medicines and local products that may help or infect a burn injury
- - initial psychosocial management, encompassing:
 - o effective communication with family and client
 - o supportive environment for family and client
 - o mandatory obligations when working with children
 - o supportive strategies in relation to non-accidental injuries when working with adults.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW042 Implement a burns rehabilitation care plan

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Assess the 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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW042 Implement a burns rehabilitation care plan		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for HLTAHW042 Implement a burns rehabilitation care plan

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- formulated care plans for at least three clients by:
 - collaborating with other members of a multi-disciplinary team to determine:
 - findings of psychosocial assessment
 - risk of harm to self and others
 - communicating care plans to each client and checking their understanding
 - using a motivational interviewing approach
 - correctly determining the appropriate rehabilitation therapies required in the specific circumstance of burns rehabilitation
 - carrying out rehabilitation procedures and education safely and effectively on at least three occasions, including:
 - positioning and splinting
 - oedema management
 - movement and ambulation
 - functional activity
 - adaptive aids
 - nutrition
 - supporting each client to take a self-care approach to health with provision of appropriate information and other measures
 - referring clients as necessary in accordance with service policy and procedures
 - following up with patients and their families once referred
 - educating and informing clients about psychosocial issues and possible services to assist recovery.

Knowledge Evidence

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

This includes knowledge of:

- reconstructive options in relation to burns rehabilitation
- principles of scar management, working in collaboration with allied health professionals
- aims and consequences of rehabilitation exercise regimes – under the supervision of a health professional
- psychosocial factors affecting burn injury clients:
 - risk to self and others
 - social and cultural implications
 - common individual reactions to a burns injury
 - possible signs of trauma and mental health issues
 - pre-existing factors in family and wider community that may impede or facilitate recovery and the healing process
 - family involvement
 - communication skills
- community and health services which may support burns patients and/or their families with psychosocial needs
- referral process in accordance with service policy and procedures.

Assessment Conditions

Skills must be demonstrated working:

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

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

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment, including medical equipment, splints and pressure garments used in aiding wound recovery.

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW043 Facilitate access to tertiary health services

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHCS015 Facilitate access to tertiary health services	HLTAHW043 Facilitate access to tertiary health services	Non equivalent. Title changed. Changes to content of Elements, Performance Criteria, Performance Evidence and Knowledge Evidence. Assessment Conditions provides clearer expression of requirements.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW043 Facilitate access to tertiary health services	HLTAHW501B Facilitate access to tertiary health services	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

Assessment Requirements for HLTAHW043 Facilitate access to tertiary health services

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- worked effectively across the range of health support services, in line with community needs and workplace requirements, to support at least three different clients in accessing tertiary health services by:
 - establishing and maintaining working relationships and networks with relevant tertiary health services for the benefit of clients and own organisation
 - providing accurate and relevant information and guidance to support each client's understanding of and access to tertiary health services by:
 - gathering relevant information about tertiary health services for each client's identified needs
 - providing oral and written information about the available services and processes
 - assisting clients with written documents
 - arranging and/or supporting travel and accommodation of clients accessing tertiary health services
 - interpreting and communicating costs to clients, if relevant
 - supporting discharge arrangements, including liaising between the tertiary health service and the client on each client's behalf.

Knowledge Evidence

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

This includes knowledge of:

- relevant tertiary health services available to Aboriginal and/or Torres Strait Islander clients needing access to specialised care, including Aboriginal Community Controlled Health Organisations

- arrangements needed to assist client to access available support services, including transport, accommodation and other needs incidental to accessing tertiary health services
- communication strategies, including cross-cultural communication
- major tertiary referral centres in the relevant metropolitan or regional centre, including:
 - locations
 - functions
 - services
 - specialities
- key individuals in tertiary referral centres and their:
 - contact details
 - roles/ position
- organisation standards, policies and procedures, including discharge procedures.

Assessment Conditions

Skills must be demonstrated working:

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

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

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

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW044 Advocate on behalf of the community

Modification History

N/A

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.

Licensing/Regulatory Information

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

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Identify 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAADV004 Advocate on behalf of groups or the community	HLTAHW044 Advocate on behalf of the community	Non Equivalent. Unit code and Title updated. Pre-requisite added. Significant changes to Elements, Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions. Mandatory workplace assessment removed.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW044 Advocate on behalf of the community	HLTAHW502B Advocate on behalf of the community	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

Assessment Requirements for HLTAHW044 Advocate on behalf of the community

Modification History

N/A

Performance Evidence

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

There must be evidence that the candidate has:

- advocated for at least one Aboriginal and/or Torres Strait Islander community, or identified group within that community, by:
 - identifying and clarifying at least one area of concern relating to Aboriginal and/or Torres Strait Islander community health in consultation with the community
 - supporting the community to develop at least one strategy to address the identified issue
 - discussing identified issues within own health service, and facilitating change to address identified issues
 - communicating with relevant agencies and organisations, as identified, to address issues
 - promoting identified community interests in appropriate forums
 - lobbying relevant government and non-government agencies, departments and organisations to facilitate change
 - negotiating with stakeholders relevant to the identified issues.

Knowledge Evidence

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

This includes knowledge of:

- relevant policies, protocols and procedures of the organisation
- key aspects of:
 - Royal Commission into Aboriginal Deaths in Custody
 - National Aboriginal Health Strategy

- relevant current federal, state/territory and local government policies and legislation
- Charter of Human Rights and Rights of the Child
- child protection legislation
- domestic violence legislation
- anti-discrimination legislation
- Disability Support Services and Veterans' Affairs guidelines.

Assessment Conditions

Skills must be demonstrated working:

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

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW045 Plan, develop and evaluate primary health care programs for Aboriginal/Torres Strait Islander comm.

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHCS016 Develop primary health care programs	HLTAHW045 Plan, develop and evaluate primary health care programs for Aboriginal/Torres Strait Islander comm.	Non equivalent. Merged content from HLTAHW066 and HLTAHW045. Changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW045 Plan, develop and evaluate primary health care programs for Aboriginal/Torres Strait Islander comm.	HLTAHW503B Plan, develop and evaluate primary health care programs for Aboriginal and/or Torres Strait Islander communities	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for	Not equivalent

		assessment, including volume and environment requirements	

Assessment Requirements for HLTAHW045 Plan, develop and evaluate primary health care programs for Aboriginal/Torres Strait Islander comm.

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- planned and developed at least two programs as part of primary health care services across a range of contexts, including:
 - assessing and addressing community health needs
 - consulting key community representatives and related agencies/organisations
 - analysing funding requirements for programs to prepare proposal/submission
 - identifying appropriate delivery and evaluation strategies
 - accessing, adopting or developing required resources
- evaluated at least one health program as part of primary health care services by:
 - assessing program against criteria that reflects identified community health objectives
 - identifying program strengths and areas for improvement
 - seeking feedback on program effectiveness and providing feedback to community and organisations.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- relevant policies, protocols and procedures of the organisation
- health programs relevant to the area/region/community
- management of common existing and potential health problems for the community
- effective strategies to monitor and manage identified health problems in line with community needs and sensitivities

- occupational health and safety practices and procedures relevant to the work (e.g. manual handling)
- available health and support services in the region.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW046 Apply advanced skills in primary health care

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.</i>
1. Assess 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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHCS004 Complete comprehensive physical health assessments	HLTAHW046 Apply advanced skills in primary health care	Non Equivalent. Content merged with HLTAHW016 Assess client's physical wellbeing. Unit code and Title updated. Changes to Application Statement, Elements, Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHCS006 Implement complex health care plans	HLTAHW046 Apply advanced skills in primary health care	Non equivalent. Duplicative content from HLTAHW016 and HLTAHW046 moved to create two separate units HLTAHCS004 and HLTAHCS006. Changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence and Assessment Conditions to reflect merged and split unit content.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW046 Apply advanced skills in primary health care	HLTAHW504B Apply advanced skills in primary health care	New unit in HLT Health Training Package Release 1.0.	Not equivalent

		Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	

Assessment Requirements for HLTAHW046 Apply advanced skills in primary health care

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has, on at least three different occasions:

- undertaken a detailed health assessment of Aboriginal and/or Torres Strait Islander clients, including adults and children
- reviewed all relevant information for clients, including past treatment plans, to support the health assessment
- carried out, and interpreted the outcomes of, relevant tests and examinations to identify and clarify specific health issues
- developed care plans for clients, including treatment, in consultation with relevant health care team and health care professionals
- communicated all aspects of the health care plan to clients and/or family in a culturally appropriate and safe manner, encouraging understanding and questions
- implemented the health care plan by:
 - initiating treatment, including administering specific treatment procedures
 - referring clients to appropriate health services
 - using medical equipment necessary to determined treatment actions
 - monitoring the client's progress and adjusting treatment as required to support health
 - supporting the client to engage in their health care plan by providing information to the client about their specific health issues
 - using client appointments to review the progress of the client under the treatment plan
- documented all stages of the assessment, planning and implementation of health care
- communicated at all times with the client in culturally appropriate and safe ways to support their health treatment, during the assessment, and planning and implementation of treatment
- exercised decision-making and problem-solving skills in their treatment of clients
- consulted and referred to other health professionals as required to support client care.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- key aspects of anatomy/physiology, pharmacology, and microbiology, associated with a range of health conditions including chronic conditions health
- common treatments and associated care services and treatments relevant to client's overall health
- availability, effectiveness and risks associated with identified treatments and associated care services
- other conditions that may occur and require concurrent management
- commonly requested pathology tests, their indications, normal ranges and implications for client care management, including:
 - full blood examination and ESR
 - random and fasting blood sugars
 - glycated haemoglobin
 - electrolytes and creatinine
 - liver function tests
 - lipid tests
 - thyroid function tests
 - iron studies
 - cardiac enzymes
 - urinary albumin-creatinine ratio
 - tests for sexually transmissible infections
 - microscopy, culture and sensitivities
- administration of specific procedures, including:
 - nasogastric tube (NGT) insertion and the management of fluids and medications
 - intraosseous (bone marrow) insertion and cannulation
 - complex wound and burns management
 - assessment and examination of lungs and respiratory system
 - insertion of an indwelling catheter (IDC)
 - application of POP
 - intravenous therapy administration and management, and fluid balance assessment and management

- intravenous cannula insertion in adult and paediatrics
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW047 Support and promote social and emotional wellbeing of staff and clients

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria

<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Assess social and emotional needs	1.1 Seek relevant information to determine client's current mental/emotional state and history 1.2 Observe behaviour and body language and note unusual behaviour 1.3 Communicate effectively with the client using culturally appropriate and safe language and interactions, to identify underlying social and emotional needs and issues 1.4 Make a risk assessment in relation to potential for suicide, self-harm and/or violence 1.5 Develop a social and emotional health care plan that addresses client's needs, in consultation with the client and relevant health care team 1.6 Maintain confidentiality in line with organisation requirements 1.7 Identify issues requiring mandatory notification and report to an appropriate authority
2. Support a client's social and emotional wellbeing	2.1 Implement and review client's social and emotional health care plan in line with their needs and organisation procedures 2.2 Provide relevant information to support the client to make informed decisions about addressing social and emotional wellbeing issues 2.3 Support individual clients to implement, maintain and review self-care strategies 2.4 Monitor and review application of stress reduction techniques and activities by clients, as required to maintain and/or enhance effectiveness 2.5 Provide referral as required, to maintain and/or enhance social and emotional wellbeing in line with individual, community and organisation requirements
3. Provide social/emotional support in the workplace	3.1 Encourage and support staff to address the personal impact of dealing with client social and emotional wellbeing issues 3.2 Make debriefing sessions readily available and 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW047 Support and promote social and emotional wellbeing of staff and clients	HLTAHW505B Support and promote social and emotional well being of staff and clients	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTASEW002 Assess and support the social	HLTAHW047 Support and promote social and	Non equivalent. Duplicative content	Not equivalent

and emotional wellbeing of clients	emotional wellbeing of staff and clients	from HLTAHW009, HLTAHW017 and HLTAHW047 merged to create HLTASEW002. Changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence. Assessment Conditions provides clearer expression of requirements.	

Assessment Requirements for HLTAHW047 Support and promote social and emotional wellbeing of staff and clients

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- provided support and promoted social and emotional wellbeing for at least three clients by:
 - communicating in a culturally appropriate and safe manner at all times with each client to gain confidence, trust and client history
 - assessing social and emotional wellbeing issues, including making a risk assessment of each client
 - providing immediate and ongoing support and monitoring as required to address issues
 - referring clients appropriately as part of treatment
 - working with each client to identify and implement self-care strategies for social and emotional wellbeing
 - providing information to each client about social and emotional wellbeing
 - maintaining client confidentiality
- supported at least two staff members who provide social and emotional wellbeing to clients by:
 - communicating in a culturally appropriate and safe manner to conduct debriefing and supervision of staff
 - assisting staff with decision-making and problems with client's treatment and progress
 - encouraging staff to access services for their own social and emotional wellbeing
 - interacting appropriately with staff within professional boundaries and according to organisation procedures and policies

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- effective techniques for providing social and emotional support, including self-help and stress management strategies
- effective communication skills to:
 - build rapport
 - question and probe to identify underlying social/emotional health issues
 - clarify issues
 - provide feedback
 - listen empathetically
 - provide support
- special needs of Aboriginal and/or Torres Strait Islander Health Workers and their clients, such as:
 - issues relating to dispossession, stolen generations and cultural loss
 - social issues relating to overcrowded housing, community pressures on Aboriginal and/or Torres Strait Islander Health Workers
- available and effective referral services for counselling and associated social/emotional support
- organisation policy and procedures to provide social/emotional support to staff (in-house and through referral)
- key aspects of human psychology and mental health care
- culture and spirituality issues
- legislative and confidentiality requirements.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW048 Apply a strategic approach to Aboriginal and/or Torres Strait Islander health

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW048 Apply a strategic approach to Aboriginal and/or Torres Strait Islander health	HLTAHW506B Apply a strategic approach to Aboriginal and/or Torres Strait Islander health	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAWOR005 Contribute to Aboriginal and/or Torres Strait Islander health strategies	HLTAHW048 Apply a strategic approach to Aboriginal and/or Torres Strait Islander health	Non equivalent. Title changed. Changes to structure and content of Elements, Performance Criteria and Performance Evidence. Knowledge Evidence has significant additions	Not equivalent

		and deletions. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.	

Assessment Requirements for HLTAHW048 Apply a strategic approach to Aboriginal and/or Torres Strait Islander health

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- supported, promoted and implemented at least one strategy to improve the health of Aboriginal and/or Torres Strait Islander people by:
 - assessing how social determinants impact health and how their impact may be reduced
 - building and maintaining relationships with community groups, agencies and organisations involved in developing and implementing strategic initiatives impacting on the health of Aboriginal and/or Torres Strait Islander clients and communities
 - communicating effectively with stakeholders and clients, including:
 - investigating and explaining strategic initiatives (including negative aspects) to individuals and groups
 - facilitating discussions
 - contributing to the evaluation of strategic initiatives undertaken

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- social, cultural and environmental determinants of Aboriginal and/or Torres Strait Islander health, including:
 - traditional cultural practices and lifestyle and their impact on Aboriginal and/or Torres Strait Islander health
 - importance of land, tradition and cultural practice
 - impact of socio-economic factors on health
 - social and political factors that perpetuate disadvantage

- importance of personal achievement, education and supportive family /social networks
 - impact of environmental factors on health
 - barriers to improving environmental determinants of ill-health
- ways to address access and equity issues, such as:
 - strategies families may employ to maintain strong culture and supportive social networks as well as maximising educational, employment and social opportunities for their children
 - political context of the health care system and availability and access to Medicare benefits
- aspects of Aboriginal and/or Torres Strait Islander health, including:
 - Aboriginal and/or Torres Strait Islander community perceptions of major health issues affecting them, and underlying causes
 - perceptions of non-Aboriginal and/or Torres Strait Islander people relating to major Aboriginal and/or Torres Strait Islander health issues and underlying causes
- key health statistics (national, state and/or local), such as:
 - life expectancy at birth
 - infant mortality rate
 - age-standardised mortality ratios for selected health conditions
 - incidence of selected health conditions such as diabetes, rheumatic fever and dental caries
- lifestyle and behavioural determinants and strategies to address them, including:
 - food supply in communities, to support nutrition and holistic health
 - nutrition, physical activity, rest and sleep in relation to holistic health
 - known behaviours that pose significant health risk
 - lifestyle practices and effects on health
 - education and promotion of healthy lifestyle practices
 - principles of wellbeing applied to work and study practices
- primary health care model.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW049 Work effectively in social and emotional wellbeing

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. 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 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW049 Work effectively in social and emotional wellbeing	HLTAHW507B Work effectively in social and emotional wellbeing	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTASEW001 Work according to the principles of social and emotional wellbeing care	HLTAHW049 Work effectively in social and emotional wellbeing	Non equivalent. Duplicative content from HLTAHW024 and HLTAHW049 merged to create HLTASEW001. Significant changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.	Not equivalent

Assessment Requirements for HLTAHW049 Work effectively in social and emotional wellbeing

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- undertaken social and emotional wellbeing work with clients within the legal and ethical boundaries of the social and emotional wellbeing worker, and with a commitment to the philosophy of social and emotional wellbeing
- maintained the professional boundaries of the work role and addressed accountability and responsibilities appropriately
- addressed the needs of clients from culturally and linguistically diverse backgrounds
- balanced expectations of the organisation, the community and clients in undertaking social and emotional wellbeing work
- used high-level effective communication skills
- completed relevant documentation.

All performance evidence must be demonstrated at least once.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- traditional healing
- cultural law and its consequences
- rights as employees – industrial awards, duty of care, occupational health and safety, workers' compensation
- support systems available for employees – e.g. counselling, unions, professional associations
- the role, rights and responsibilities relating to social and emotional wellbeing work:
 - legal responsibilities to clients, organisation and self

- reporting responsibilities
 - accountability to organisation and community
 - confidentiality requirements for social and emotional wellbeing work
 - ethical responsibilities
 - professional boundaries
- justice system and its processes
- Mental Health Act and relevant regulations
- conflict resolution and mediation
- stress-management techniques
- changing roles of Aboriginal men and women in communities
- broad knowledge of:
 - government structures
 - political structures
 - adult guardianship
 - rights of clients.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW050 Develop a healing framework for social and emotional wellbeing work

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW050 Develop a healing framework for social and emotional wellbeing work	HLTAHW508B Develop a healing framework for social and emotional well being work	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

Assessment Requirements for HLTAHW050 Develop a healing framework for social and emotional wellbeing work

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- participated in facilitated healing processes and developed healing frameworks for at least three client and/or groups of Aboriginal and/or Torres Strait Islander people by:
 - using appropriate verbal and non-verbal communication to understand and support at least three groups within the context of a healing process
 - applying self-reflection practices and disclosure to facilitate healing processes
 - acknowledging and clarifying the contribution of traditional roles, structures and processes to the healing process
 - using appropriate techniques to support the healing process through self-expression
 - completing a healing journal to document the healing process.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- storytelling therapies
- male and female perspectives
- transgenerational trauma
- story maps
- alternative therapies – art, music
- professional boundaries
- referral processes
- joint counselling techniques
- local language, culture and practices

- self-healing journey processes

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW051 Respond to loss, grief and trauma

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the Element.</i>
1. Identify 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW051 Respond to loss, grief and trauma	HLTAHW509B Respond to loss, grief and trauma	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Prerequisite unit removed.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTASEW003 Provide support to clients affected by loss, grief or trauma	HLTAHW051 Respond to loss, grief and trauma	Non equivalent. Title changed. Changes to structure and content of Elements, Performance Criteria, Performance Evidence. Knowledge Evidence has significant additions. Assessment Conditions provides clearer expression of requirements.	Not equivalent

Assessment Requirements for HLTAHW051 Respond to loss, grief and trauma

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- responded to loss, grief and trauma for at least three clients by:
 - developing culturally appropriate responses to situations of loss, grief and trauma
 - communicating effectively with clients. This includes:
 - building rapport
 - clarifying impact of loss
 - explaining support options
 - referring clients to specialist services
 - dealing with cross-cultural issues
 - recognising effects of stress on individuals and communities and implementing culturally appropriate strategies to manage stress
 - monitoring own stress and using appropriate stress-management strategies, including consulting team members and professionals for own social and emotional support.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- concepts of loss and grief
- nature and effects of psychological and spiritual trauma
- effects of trans-generational trauma and grief, colonisation and institutional racism on Aboriginal people
- cultural protocols and taboos

- specialist services for loss, grief and trauma
- statutory responsibilities including duty of care requirements
- narrative therapy approaches
- indicators of stress
- awareness of own values and attitudes around loss, grief and trauma
- organisational standards, policies and practices.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW052 Deliver primary health care to Aboriginal and/or Torres Strait Islander clients in confinement

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. 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
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

<i>The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.</i>	
Learning	- in order to acknowledge that confusion and mistakes form part of the learning process - in order to develop and trial own approach to different tasks when manuals and guides are unavailable

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTAADV003 Support the rights and needs of clients in the justice system	HLTAHW052 Deliver primary health care to Aboriginal and/or Torres Strait Islander clients in confinement	Non Equivalent. Unit code and Title updated. Significant changes to Elements, Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions. Mandatory workplace assessment removed.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW052 Deliver primary health care to Aboriginal and/or Torres Strait Islander clients in confinement	HLTAHW511B Deliver primary health care to Aboriginal and/or Torres Strait Islander clients in confinement	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

Assessment Requirements for HLTAHW052 Deliver primary health care to Aboriginal and/or Torres Strait Islander clients in confinement

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- worked effectively with at least three clients in a prison or corrective services environment by:
 - using appropriate strategies for protection of self and others in a culturally unsafe work environment
 - using self-protective behavioural strategies to maintain resilience in the prison environment
 - providing information and advice to assist at least three inmates to maintain a level of physical, mental and spiritual health in the prison environment
 - supporting at least three inmates with parole and release issues
 - communicating effectively with clients and stakeholders. This includes:
 - clarifying inmate needs
 - advocating for cultural safety of clients in the prison environment
 - discussing and reinforcing cultural safety practices with colleagues
 - dealing with conflict.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- cultural safety principles, practices and issues
- scope of own professional role and roles of associated health professionals
- components of culturally safe health care
- overview of Australian justice and prison systems

- techniques to empower clients to make choices relating to health care in the prison system
- assertive communication techniques

Assessment Conditions

Skills must be demonstrated working:

- as part of a health service or centre, providing services to prisons and/or a corrective services facility
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW053 Address impact of food security on community health

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW053 Address impact of food security on community health	HLTAHW512B Address impact of food supply on community health	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

Assessment Requirements for HLTAHW053 Address impact of food security on community health

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- investigated and analysed the relationship between community health issues and food security in the local context for at least one Aboriginal and/or Torres Strait Islander community by:
 - accessing relevant resources to determine nutritional needs of specific client groups
 - identifying groups at risk of food insecurity
 - monitoring and analysing the food systems and assessing available food sources (including traditional and non-traditional food sources) against the Australian Dietary Guidelines
 - developing appropriate strategies to promote and improve food security at household and community level
 - evaluating interventions based on evidence and good practice
 - researching and accessing data to assess and understand food security issues in the local context
 - working with the community utilising a community engagement approach to promote and improve food security at community and household level
 - consulting with a range of stakeholders from different disciplines
 - advocating for increased resources and attention to food in the local community, in particular vulnerable households or groups
 - investigating and analysing the relationship between community health issues and available food supply
 - working with a community to propose and develop strategies and action plans to improve community health by addressing food supply practices, policies and associated issues
 - communicating effectively with individuals and groups, including:
 - clarifying and discussing issues relating to food supply, systems and security

- presenting and discussing evidence-based actions and strategies to improve food security and nutrition.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- the concept of 'food security' and 'food insecurity' and its relevance to Aboriginal and Torres Strait Islander people and the context in which people are living
- underlying determinants and consequences of food insecurity
- core food groups and their nutrients
- food needed at different stages in the lifecycle for wellbeing
- different factors (i.e. social, cultural, economic and environmental) that impact on food availability, food access and food use at the global, national, community and household level
- food insecurity-related community health issues
- preventative health and community engagement principles
- continuous quality improvement
- evidence-based practice and sustainable approaches to improving food security in the local context
- Australian Dietary Guidelines and World Health Organisation recommendations impacting on the needs of everyday basic necessities for life and living for Aboriginal and Torres Strait Islander people.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW053 Address impact of food security on community health

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW053 Address impact of food security on community health	HLTAHW512B Address impact of food supply on community health	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

Assessment Requirements for HLTAHW053 Address impact of food security on community health

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- investigated and analysed the relationship between community health issues and food security in the local context for at least one Aboriginal and/or Torres Strait Islander community by:
 - accessing relevant resources to determine nutritional needs of specific client groups
 - identifying groups at risk of food insecurity
 - monitoring and analysing the food systems and assessing available food sources (including traditional and non-traditional food sources) against the Australian Dietary Guidelines
 - developing appropriate strategies to promote and improve food security at household and community level
 - evaluating interventions based on evidence and good practice
 - researching and accessing data to assess and understand food security issues in the local context
 - working with the community utilising a community engagement approach to promote and improve food security at community and household level
 - consulting with a range of stakeholders from different disciplines
 - advocating for increased resources and attention to food in the local community, in particular vulnerable households or groups
 - investigating and analysing the relationship between community health issues and available food supply
 - working with a community to propose and develop strategies and action plans to improve community health by addressing food supply practices, policies and associated issues
 - communicating effectively with individuals and groups, including:
 - clarifying and discussing issues relating to food supply, systems and security

- presenting and discussing evidence-based actions and strategies to improve food security and nutrition.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- the concept of 'food security' and 'food insecurity' and its relevance to Aboriginal and Torres Strait Islander people and the context in which people are living
- underlying determinants and consequences of food insecurity
- core food groups and their nutrients
- food needed at different stages in the lifecycle for wellbeing
- different factors (i.e. social, cultural, economic and environmental) that impact on food availability, food access and food use at the global, national, community and household level
- food insecurity-related community health issues
- preventative health and community engagement principles
- continuous quality improvement
- evidence-based practice and sustainable approaches to improving food security in the local context
- Australian Dietary Guidelines and World Health Organisation recommendations impacting on the needs of everyday basic necessities for life and living for Aboriginal and Torres Strait Islander people.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW054 Support renal dialysis clients in the community setting

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW054 Support renal dialysis clients in the community setting	HLTAHW513B Support renal dialysis clients in the community setting	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment	Not equivalent

		requirements Prerequisite unit removed	

Assessment Requirements for HLTAHW054 Support renal dialysis clients in the community setting

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- provided information, guidance and support to at least three clients and their families in relation to health management options and issues for clients with chronic renal failure by:
 - recognising situations requiring immediate or urgent action
 - working with other members of multidisciplinary team to ensure actions determined in the client's care plan are carried out and documented
 - carrying out mathematical calculations for renal dialysis clients. This includes:
 - identifying differences between weight measures
 - calculating doses
 - measuring medication
 - communicating effectively with clients, care team and referral agencies. This includes:
 - interpreting test results
 - explaining test results to clients
 - documenting information on client care plans
 - making timely and appropriate referrals, and providing accurate and relevant details to clients and referral agencies
 - holistically evaluating impact of renal dialysis treatment on client's physical, mental and emotional condition and behaviour
 - monitoring outcomes of renal dialysis treatment and medication regimes
 - administering medicines by oral and intramuscular routes
 - contributing to evaluation of client's prescribed treatment/care plan.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- basic anatomy and physiology of the renal system
- common causes of chronic renal failure
- underlying environmental and social factors contributing to high rates of renal disease in Aboriginal and/or Torres Strait Islander communities
- management principles for common co-morbidities (including diabetes, high blood pressure, hyperlipidaemia)
- factors that can slow decline of renal function
- key aspects of microbiology relevant to peritoneal, blood and skin infection in renal disease
- pathophysiology of chronic renal failure, including:
 - fluid retention and pulmonary oedema
 - electrolyte balance and hazards of high potassium
 - calcium metabolism and renal bone disease
 - anaemia
- signs and symptoms of uraemia and fluid retention
- meaning and interpretation of common pathology tests for chronic renal failure and dialysis
- haemodialysis technology – theory, machine components, terminology, infrastructure requirements, risks and benefits
- peritoneal dialysis – theory, terminology, procedures, risks and benefits
- different types of renal dialysis units and their function
- nutritional considerations for renal dialysis clients
- medicines in common use in management of chronic renal failure including basic mechanisms of action, precautions and side-effects
- organisation policies and procedures.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team

- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW055 Provide care to clients undertaking renal dialysis in the community setting

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Assess 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 consumables and support use	4.1 Obtain information on client's requirements for 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

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW055 Provide care to clients undertaking renal dialysis in the community setting	HLTAHW514B Provide care to clients undertaking renal dialysis in the community setting	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements Prerequisite unit removed	Not equivalent

Assessment Requirements for HLTAHW055 Provide care to clients undertaking renal dialysis in the community setting

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- provided care to at least three clients undertaking renal analysis in a community setting by:
 - assessing peritoneal catheter exit site. This includes:
 - identifying signs of exit site infection
 - identifying signs of catheter tunnel infection
 - swabbing exit site and sending specimen for testing
 - instructing client on appropriate dressing technique
 - documenting findings of assessment
 - assessing patency of arteriovenous fistula. This includes:
 - identifying signs suggesting fistula stenosis or infection
 - palpating fistula for thrill and auscultating for bruit
 - obtaining history of pain and haemodialysis needling problems
 - identifying common and serious dialysis problems
 - referring client to senior health staff
 - ordering and recording stock of dialysis consumables and storing correctly.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- basic anatomy and physiology of the renal system
- common causes of chronic renal failure (diabetes, glomerulonephritis, hypertension, urinary tract obstruction, inherited abnormalities)

- underlying environmental and social factors contributing to high rates of renal disease in Aboriginal and/or Torres Strait Islander communities
- management principles for common co-morbidities (including diabetes, high blood pressure, hyperlipidaemia)
- factors that can slow decline of renal function (e.g. control of high blood pressure, use of angiotensin-converting-enzyme (ACE) inhibitors, avoidance of non steroidal anti-inflammatory drugs (NSAIDS)
- microbiology relevant to peritoneal, blood and skin infection in renal disease
- pathophysiology of chronic renal failure, including:
 - fluid retention and pulmonary oedema
 - electrolyte balance and hazards of high potassium
 - calcium metabolism and renal bone disease
 - anaemia
- signs and symptoms of uraemia and fluid retention
- meaning and interpretation of common pathology tests for chronic renal failure and dialysis
- haemodialysis technology
- peritoneal dialysis – theory, terminology, procedures, risks and benefits
- different types of renal dialysis units and their function
- medicines in common use in management of chronic renal failure including basic mechanisms of action, precautions and side-effects
- organisation policies and procedures.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW056 Provide sexual and reproductive health care

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW056 Provide sexual and reproductive health care	HLTAHW515B Provide sexual and reproductive health care	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Prerequisite unit removed.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTASXH003 Provide sexual health care	HLTAHW056 Provide sexual and reproductive health care	Non equivalent. Title changed. Changes to structure and content of Elements, Performance Criteria, Performance Evidence. Knowledge Evidence has significant additions.	Not equivalent

Assessment Requirements for HLTAHW056 Provide sexual and reproductive health care

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- provided information, guidance and support to at least three clients with sexual and/or reproductive health issues by:
 - monitoring the outcomes of sexual and reproductive health care services
 - conducting an accurate sexual and/or reproductive health assessment, including requesting pathology tests
 - recognising situations requiring immediate or urgent action
 - providing treatment, medicine and advice/information appropriate to sexual and/or reproductive health in a safe and effective manner and within guidelines
 - maintaining client records and care plans
 - communicating effectively with client. This includes:
 - obtaining information about sexual and reproductive health
 - counselling clients
 - ensuring clients understand treatment options
 - holistically evaluating impact of treatment on client's physical, mental and emotional condition and behaviour
 - making timely and appropriate referrals, providing accurate and relevant details to clients and referral agencies
 - reflecting on own and others' values in relation to sexual behaviour and health.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- key aspects of anatomy/physiology, pharmacology, pathology and basic microbiology relevant to sexual and/or reproductive development stages and health

- knowledge of key aspects of microbiology relevant to sexual and/or reproductive health and prevention of infection or cross infection
- health conditions and associated issues related to sexual and/or reproductive health
- nature, history, pathology and transmission of sexually transmissible infections and relevant interventions
- understanding of oppression and discrimination in relation to sexuality
- assessment methods, equipment and testing procedures associated with sexual and reproductive health and STIs
- methods of birth control and their advantages and disadvantages
- organisation policies and procedures

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW057 Provide antenatal health care

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW057 Provide antenatal health care	HLTAHW516B Provide antenatal health care	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Prerequisite unit removed.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAMAT001 Provide antenatal health care	HLTAHW057 Provide antenatal health care	Non equivalent. Duplicative content from HLTAMAT001 and HLTAMAT003 merged into two separate units HLTAMAT001 and HLTAMAT003. Changes to structure and content of Elements and Performance Criteria.	Not equivalent

		Performance Evidence, Performance Criteria, Knowledge Evidence and Assessment Conditions changed. Non equivalent. Duplicative content from HLTAHW029 and HLTAHW057 merged into two separate units HLTAMAT001 and HLTAMAT003. Changes to structure and content of Elements and Performance Criteria. Performance Evidence, Performance Criteria, Knowledge Evidence and Assessment Conditions changed.	

Assessment Requirements for HLTAHW057 Provide antenatal health care

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- provided antenatal care for at least five clients by:
 - undertaking comprehensive health checks specific to antenatal care for each client
 - documenting a general, social and obstetric health history
 - recognising and acting upon situations requiring immediate or urgent action
 - providing treatment, medicine and other health care services appropriate to antenatal health in a safe and effective manner and within guidelines
 - providing information, guidance and support to clients and their families with antenatal health issues
 - monitoring the outcomes of antenatal health care services and made any required revisions to services, care plans or information provided
 - liaising between service providers, individuals, families and community groups to support antenatal health
 - holistically evaluating impact and outcome of treatment on client's physical, mental and emotional condition and behaviour
 - making timely and appropriate referrals, providing accurate and relevant details to clients and referral agencies
- provided supervision for at least one other staff member providing antenatal health care

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisation policies and procedures relating to client confidentiality

- role of the Aboriginal Health Worker in counselling and health education
- anatomy/physiology, pharmacology, pathology and basic microbiology relevant to pregnancy
- microbiology relevant to antenatal health and prevention of infection or cross infection
- nutritional needs of pregnant women
- health conditions, obstetric problems and associated issues related to pregnancy
- strategies to:
 - improve antenatal health in the community
 - address clients presenting with antenatal problems
 - coordinate provision of optimum level of maternal health service delivery
- relevant assessment methods and use of associated equipment and testing procedures
- relevant treatments, medicines and associated care services available
- risks and contraindications associated with relevant treatments and medication.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW058 Prepare for and support childbirth

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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 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.

<i>Numeracy</i>	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
<i>Learning</i>	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW058 Prepare for and support childbirth	HLTAHW517B Prepare for and manage childbirth	New unit in HLT Health Training Package Release 1.0.	Not equivalent

		Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements Prerequisite unit removed	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAMAT002 Assist with childbirth	HLTAHW058 Prepare for and support childbirth	Non equivalent. Title changed. Changes to content of Elements, Performance Criteria, Performance Evidence and Knowledge Evidence. Assessment Conditions provides clearer expression of requirements.	Not equivalent

Assessment Requirements for HLTAHW058 Prepare for and support childbirth

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- prepared for and supported at least five women during the pregnancy and birthing process, including:
 - communicating effectively with each client and family if available to obtain information and ensure understanding of information provided
 - providing treatment, medicine and other health care services appropriate to interpartum health in a safe and effective manner and within guidelines
 - liaising between service providers, individuals, families and community groups
 - holistically evaluating the impact of treatment on client's physical, mental and emotional condition and behaviour
 - performing all required assessments to determine health of the client and baby
 - interpreting assessment outcomes to determine course of action for health care, including issues requiring immediate action
 - utilising referral services as necessary
 - recognising situations requiring immediate or urgent action and taking appropriate action as required within current job role, legislative requirements and organisation procedures
 - supporting the client to attend appointments for monitoring of own and baby's health.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- birthing practices suitable for culturally safe and positive birth outcomes
- organisation policies and procedures relating to client confidentiality

- anatomy/physiology, pharmacology, pathology and basic microbiology relevant to pregnancy, maternal and/or infant health
- knowledge of microbiology relevant to maternal and/or infant health and prevention of infection or cross infection
- health conditions, obstetric problems and associated issues related to pregnancy, maternal and infant health
- medical problems occurring in pregnancy requiring referral and follow-up
- relevant assessment methods and use of associated equipment and testing procedures
- relevant treatments, medicines and associated care services available
- risks and contraindications associated with relevant treatments and medication
- realistic expectation of client condition during monitoring of progress
- obstetric problems, including:
 - antepartum haemorrhage
 - vaginal discharges
 - fluid loss from the vagina
 - ruptured membranes (including onset of labour, prolapsed cord, infection)
 - abdominal pain in pregnancy (including braxton hicks contractions and labour contractions)
 - pre-term labour
 - breech presentation
 - post-partum or intrapartum haemorrhage
 - shoulder dystocia
 - retained placenta
 - obstructed labour
 - eclampsia
- vital signs during childbirth or delivery, including:
 - TPR
 - blood pressure
 - auscultation of foetal heart rate
 - blood glucose level
 - foetal palpation
 - fundal height measurements
 - urinalysis
 - weight
 - monitoring progress of labour

- bloods
 - rate of contractions
- baseline observations including, but not limited to:
 - temperature, pulse, respiration
 - blood pressure
 - blood loss per vagina
 - condition of fundus
 - rate of contractions
 - progress of labour
 - documentation of findings from a physical assessment and follow-up as per policy and procedures manual
 - pain assessment
 - blood sugar levels
 - pulse oximetry
 - recognition of significant abnormalities in cardiotocograph (CTG) reading
- immediate care required for newborns, including:
 - use of humidicribs
 - intravenous infusions
 - blood sugar levels
 - skin-to-skin contact and breastfeeding in the first hour after birth
 - weight, length and head circumference measurements
 - temperature
 - respiratory rate
 - APGAR scoring and assessment
 - resuscitation
 - oxygen administration.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations

relating to emergency or unplanned procedures (such as unplanned or emergency births) where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW059 Provide postnatal and infant health care

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Provide health information, support and care 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW059 Provide postnatal and infant health care	HLTAHW518B Provide postnatal and infant health care	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Prerequisite unit removed.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAMAT003 Provide postnatal health care for mothers and babies	HLTAHW059 Provide postnatal and infant health care	Non equivalent. Significant duplicative content from HLTAHW029 and HLTAHW059 merged into two units - HLTAMAT001 and HLTAMAT003. Changes to structure and content of	Not equivalent

		Elements and Performance Criteria. Performance Evidence, Performance Criteria, Knowledge Evidence and Assessment Conditions changed.	

Assessment Requirements for HLTAHW059 Provide postnatal and infant health care

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- delivered postnatal health care for at least five clients, including:
 - conducting comprehensive health checks related to postnatal and infant health
 - providing treatment, medicine and other health care services appropriate to postnatal and infant health in a safe and effective manner and within guidelines
 - providing information, guidance and support to clients and their families with postnatal and/or infant health issues
 - monitoring the outcomes of postnatal and infant health care services and making any required revisions to services, care plans or information provided
 - recognising situations requiring immediate or urgent action, and implementing appropriate procedures
 - implementing strategies to support breastfeeding
 - discussing the importance of nutrition, exercise, rest and sleep
 - identifying minor postnatal problems for mother and newborn
 - communicating effectively with client to:
 - obtain information from client
 - provide advice and information on self-care, wellbeing, routine care of newborns and contraceptive options
 - discuss postnatal and infant health care issues
 - recording all observations of mother and/or newborn according to organisation procedures
 - maintaining registers of mothers undergoing postnatal care, keeping schedules of participation and statistics on attendance
 - supporting mothers and babies to attend follow-up appointments for health services
- supervised at least one staff member participating in postnatal care.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- key aspects of anatomy/physiology, pharmacology, pathology and basic microbiology relevant to postnatal and infant health
- knowledge of microbiology relevant to postnatal and infant health and prevention of infection or cross infection
- postnatal nutritional needs of women and infants, including support of breastfeeding and other nutritional needs of the infant
- health conditions, obstetric problems and associated issues related to postnatal and infant health
- strategies to:
 - improve maternal and neonatal health in the community
 - address clients presenting with postnatal problems
 - coordinate provision of optimum level of maternal health service delivery
- postnatal medical problems requiring referral
- effective postnatal care practices for mother and baby
- relevant assessment methods and use of associated equipment and testing procedures
- relevant treatments, medicines and associated care services available
- risks and contraindications associated with relevant treatments and medication
- relevant evaluation criteria for monitoring effectiveness of specific postnatal and infant health management program
- organisation policies and procedures, generally, and in particular relating to client confidentiality
- role of the Aboriginal Health Worker in counselling and health education
- vaccination schedules
- minor and major complications of pregnancy and required treatments
- realistic expectation of client condition during monitoring of progress.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team

- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW060 Plan for medical emergencies

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAEDR003 Develop medical emergency plan	HLTAHW060 Plan for medical emergencies	Non Equivalent. Unit code and Title updated. Significant changes to Elements, Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions. Mandatory workplace assessment removed.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW060 Plan for medical emergencies	HLTAHW519B Plan for medical emergencies	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

Assessment Requirements for HLTAHW060 Plan for medical emergencies

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- undertaken relevant research and consultation to develop an emergency plan to respond to emergencies of a medical nature, which involved:
 - communicating effectively with a range of relevant stakeholders to:
 - investigate options for responding to medical emergencies
 - determine preferred options
 - consult about the effectiveness of the plan
 - developing strategies to address such emergencies in line with stakeholder and related legislative requirements
- documented, distributed, promoted and evaluated an emergency plan to address requirements of the community, health service providers and related organisations
- implemented aspects of the plan in line with work role and responsibilities
- written reports and documented the action plan.

All performance evidence must be demonstrated at least once.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- how to operate relevant equipment and technology
- local resources
- key community networks
- client confidentiality
- local disaster planning processes

- legislation protocols and policies or guidelines
- network development
- knowledge of key issues and information relating to individual and community health, including biology and development, psychology, disease and treatment options, and culture and tradition
- organisation policies and procedures.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW061 Engage in community health research

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Determine ownership of research material	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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW061 Engage in community health research	HLTAHW520B Coordinate community health research	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTARES003 Research community health	HLTAHW061 Engage in community health research	Non equivalent. Title changed. Changes to structure and content of Elements, Performance Criteria, Performance Evidence. Knowledge Evidence has	Not equivalent

		significant additions. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.	

Assessment Requirements for HLTAHW061 Engage in community health research

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- planned, conducted and coordinated all aspects of at least one research project to inform the provision of health services for Aboriginal and/or Torres Strait Islander individuals and communities, including:
 - communicating effectively with stakeholders, including community members
 - ensuring confidentiality of individual and community information as appropriate
 - applying research methodologies
 - developing information-gathering tools and action plans
 - presenting written information in research reports
 - analysing and presenting information clearly
 - evaluating research processes and findings
- conducted at least two community group consultation sessions about the purpose, methodology and outcomes of the research.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- available local resources, including relevant equipment and technology
- sources of information
- research techniques and processes, including small group facilitation
- community development principles
- research ethics – community ownership of data
- relevant guidelines on research, including:

- National Statement on Ethical Conduct in Human Research
- Values and Ethics – Guidelines for Ethical Conduct in ATSI Health Research
- relevant policies, protocols and procedures of the organisation.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW062 Supervise health care team

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW062 Supervise health care team	HLTAHW521B Supervise health care team	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

Assessment Requirements for HLTAHW062 Supervise health care team

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- supervised at least one health care team on an ongoing basis by:
 - identifying current networks and establishing new networks for at least three workers
 - encouraging the use of networks
 - setting unit objectives in line with priorities, action plans and organisation requirements
 - developing individual objectives for at least three workers, in line with organisation requirements
 - identifying and responding to staff gaps in consultation with others
 - creating and monitoring team rosters and schedules, adjusting as needed
 - consulting management as required when specific issues arise.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- relevant requirements of legislation, awards and conditions of service
- relevant organisation human resource management policies
- strategies to meet staff training needs
- networking and information exchange processes
- existing program policy
- organisation guidelines, policies and procedures.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW063 Implement office systems

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW063 Implement office systems	HLTAHW522B Implement office systems	New unit in HLT Health Training Package Release 1.0 Significant changes to elements and performance criteria.	Not equivalent

		New evidence requirements for assessment, including volume and environment requirements	

Assessment Requirements for HLTAHW063 Implement office systems

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- implemented system support for at least one office as part of a health service or centre by:
 - identifying requirements for:
 - documents
 - personnel
 - equipment
 - developing and implementing administration processes
 - establishing support strategies for implementing the office support system
 - monitoring the office system and making modifications as required.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- implementation support strategies
- organisation policies, procedures and guidelines
- office system processes and requirements.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW064 Manage budgets

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the Element.</i>
1. 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW064 Manage budgets	HLTAHW523B Manage budgets	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

Assessment Requirements for HLTAHW064 Manage budgets

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- prepared, documented and presented budget information in line with organisation requirements on at least one occasion, including:
 - monitoring expenditure and reviewing budgetary provisions in line with identified priorities and accountability requirements
 - costing and recording funding needs
 - identifying changing priorities and discussing issues with supervisor
 - managing financial aspects in line with requirements of own role
 - amending budget document to reflect changes in priorities.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisation guidelines relating to funding applications, budget compilation and expenditure
- organisation procedures for cost-centre management
- accounting procedures as required by level of responsibility and workplace

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations

relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW065 Apply reflective practice in an Aboriginal/Torres Strait Islander primary health care setting

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. Apply the principles of primary health care to Aboriginal and/or Torres Strait Islander clients and communities	1.1 Work with an understanding of the historical and 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 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.

<i>Learning</i>	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAWOR003 Use and promote reflective practice in Aboriginal and/or Torres Strait Islander primary health care	HLTAHW065 Apply reflective practice in an Aboriginal/Torres Strait Islander primary health care setting	Non equivalent. Title changed. Changes to structure and content of Elements, Performance Criteria and Performance Evidence. Knowledge Evidence has significant additions and deletions. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.	Not equivalent

Assessment Requirements for HLTAHW065 Apply reflective practice in an Aboriginal/Torres Strait Islander primary health care setting

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- performed their role in Aboriginal and/or Torres Strait Islander primary health care by using each of the following on at least one occasion:
 - critical thinking and analysis
 - professional review and skills development
 - self-reflection and evaluation
 - time management and prioritisation
 - problem-solving using logic, analysis and sound argument
 - effective and culturally appropriate and safe communication skills for:
 - analysis and interpretation of evidence
 - consultation methods
 - decision-making techniques
 - team negotiation and networking
 - written and oral presentations.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- critical thinking processes
- reflective practices, benefits and limitations
- organisation standards, policies and procedures
- cultural and linguistic issues for the individual Aboriginal and/or Torres Strait Islander health professional

- best practice, philosophy/vision/mission statements
- characteristics of critical thinking and analysis
- cultural and religious considerations for primary health care
- demonstrated awareness of the history and development of the role of the Aboriginal and/or Torres Strait Islander Health Worker and practitioner
- educational and career opportunities for Aboriginal and/or Torres Strait Islander Health Worker and practitioner
- ethical guidelines including confidentiality, duty of care and public liability
- patterns of primary health care (including functional, team, client assignment)
- performance appraisal processes and practices
- quality improvement programs and accreditation standards
- role of evidence-based practice
- understanding of the role and function of professional and industrial bodies relevant to Aboriginal and/or Torres Strait Islander Health Worker and practitioner
- understanding of the role of the health care team members

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW066 Manage the delivery of Aboriginal and/or Torres Strait Islander primary health care

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHCS016 Develop primary health care programs	HLTAHW066 Manage the delivery of Aboriginal and/or Torres Strait Islander primary health care	Non equivalent. Merged content from HLTAHW066 and HLTAHW045. Changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.	Not equivalent

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW066 Manage the delivery of Aboriginal and/or Torres Strait Islander primary health care	HLTAHW601B Manage the delivery of Aboriginal and/or Torres Strait Islander primary health care	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements Prerequisite unit removed	Not equivalent

Assessment Requirements for HLTAHW066 Manage the delivery of Aboriginal and/or Torres Strait Islander primary health care

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- planned and managed the delivery of at least one health care service and/or program to effectively address the needs of Aboriginal and/or Torres Strait Islander communities, including:
 - consulting with the community as part of review and revision of services to identify and implement service improvements as an ongoing process
 - advocating on behalf the primary health care service to:
 - promote services and programs
 - seek resources
 - promote staff
 - conducting and reporting on research, using analytical skills applied to quantitative and qualitative data
 - formulating clear, valid and functional recommendations
 - participating in discussions and negotiations with community members regarding the provision of health services
 - participating in and monitoring quality assurance programs.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- Aboriginal and/or Torres Strait Islander community primary health needs, treatment options and any associated issues
- legislation, organisational guidelines and community requirements relating to health service provision

- up-to-date knowledge of principles and practice of primary health care and resources required to address specific community needs
- referral resources and processes
- traditional health, healing and medicines
- individual and community health including biology and development, psychology, disease and treatment options, culture and tradition
- key individuals and agencies with local, regional and broader responsibilities related to primary health care provision
- evaluation methodology to determine the effectiveness of services delivered.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as a senior member of and/or supervising a primary health care team
- with Aboriginal and/or Torres Strait Islander clients.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW067 Manage health education and promotion

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHPR001 Develop health promotion programs	HLTAHW067 Manage health education and promotion	Non equivalent. Significant duplicative content from HLTAHW023 and HLTAHW067 merged. Significant changes to Elements, Performance Criteria, Performance Evidence and Knowledge Evidence. Assessment Conditions provides clearer expression of requirements, and mandatory workplace assessment removed with simulated work activities now allowed.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW067 Manage health education and promotion	HLTAHW602B Manage health education and promotion	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

Assessment Requirements for HLTAHW067 Manage health education and promotion

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- managed the provision of at least one health education and promotion service to effectively address the needs of Aboriginal and/or Torres Strait Islander individuals and communities, including:
 - working with other staff to identify and evaluate existing health education and promotion services
 - communicating effectively with relevant community members, agencies and other organisations to support the delivery of health education and promotion services
 - advocating on behalf of Aboriginal and/or Torres Strait Islander communities in relation to the provision of health education and promotion services
 - conducting research and preparing reports detailing effectiveness of primary health care health education and promotion programs
 - lobbying and advocating at high levels to support health education and promotion programs for Aboriginal and/or Torres Strait Islander communities
 - undertaking organisational planning to support the delivery of health education and promotion programs.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- individual and community health including broad knowledge base of biology and development, psychology, disease and treatment options, culture and tradition
- primary health care health needs and service delivery options
- legislation relating to the delivery of primary health care services
- organisational guidelines relating to health service provision

- referral resources
- traditional health, healing and medicines.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as a senior member of and/or supervising a primary health care team
- with Aboriginal and/or Torres Strait Islander clients.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW068 Develop work plans

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW068 Develop work plans	HLTAHW603B Develop work plans	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

Assessment Requirements for HLTAHW068 Develop work plans

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- prepared at least one work plan for a whole organisation or for a team within an organisation, in line with priorities of Aboriginal and/or Torres Strait Islander communities in relation to the provision of health services. The candidate should have effectively addressed strategic initiatives and business plans by:
 - accessing and analysing relevant information as a basis for planning, including budgets and previous planning documents
 - using culturally safe and appropriate communication skills to liaise with relevant staff member to determine scope, outcomes and focus of work plan
 - networking, negotiating and resolving conflict as required
 - communicating outcomes of the plan to relevant staff members to obtain feedback for review
 - adjusting the plan as appropriate
 - documenting the final work plan according to organisational procedures and policies
- prepared work plans for at least three individual staff members to effectively address strategic initiatives and business plans arising out of the developed team or organisational work plan by:
 - using culturally safe and appropriate communication skills to liaise with each staff member to determine scope, outcomes and focus of the individual work plans
 - networking, negotiating and resolving conflict as required
 - identifying training opportunities as part of the work plan for each staff member
 - documenting each individual work plan according to organisational procedures and policies
- reviewed the performance of at least one team/organisational work plan and at least one individual staff member plan by:
 - gaining feedback from community and staff as to the outcomes of the work plan

- identifying successes and areas for improvement in each work plan
- reporting outcomes of review as required by organisational procedures and policies.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- National Aboriginal Health Strategy
- relevant up-to-date national policies and reports, such as 'National Aboriginal and Torres Strait Islander Oral Health Workshop – Report and Action Plan'
- relevant organisational policy and guidelines
- Commonwealth, state /territory and local government policies
- existing strategic and work unit plans
- community networks and planning processes

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as a senior member of and/or supervising a primary health care team
- with Aboriginal and/or Torres Strait Islander clients.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW069 Develop health care policy

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTAHW069 Develop health care policy	HLTAHW604B Develop health care policy	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

Assessment Requirements for HLTAHW069 Develop health care policy

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- developed workplace policies in relation to the provision of health services for Aboriginal and/or Torres Strait Islander individuals and communities
- contributed to government policy development and review on behalf of Aboriginal and/or Torres Strait Islander people
- communicated clearly and effectively with the community and relevant authorities
- represented the organisation, community and/or other positions in public speaking, meetings and in writing
- written letters, submissions and reports to advocate for changes to government policy to promote Aboriginal and/or Torres Strait Islander health.

All performance evidence must be demonstrated at least once.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- National Aboriginal Health Strategy
- relevant up-to-date national policies and reports, such as 'National Aboriginal and Torres Strait Islander Oral Health Workshop – Report and Action Plan'
- organisation policies and guidelines
- Commonwealth, state/territory government policies and local government policies

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre

- as part of, and under the supervision of, a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW070 Manage human resources

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTAHW070 Manage human resources	HLTAHW605B Manage human resources	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

Assessment Requirements for HLTAHW070 Manage human resources

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- provided human resource management to a health service or centre by:
 - recruiting staff as required by organisational needs
 - managing at least three staff members, including:
 - developing and reviewing performance management plans for individual staff members
 - identifying and supporting access to training opportunities
 - providing information to staff about industrial rights within the workplace, including grievance procedures, awards and work conditions
 - communicating in a culturally appropriate and safe manner with staff when discussing, negotiating and/or resolving issues
 - advocating on behalf of staff as required by individual circumstances .

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- organisation human resource management policies and guidelines
- relevant requirements of:
 - industrial relations legislation and regulations at federal, state and territory level
 - enterprise bargaining agreements where they exist in an organisation
 - union documents/guidelines/policies
 - work health and safety legislation and regulations

- awards and conditions of services.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as a senior member of and/or supervising a primary health care team
- with Aboriginal and/or Torres Strait Islander clients.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. For example, recruitment of staff may not be required within the timeframe of the assessment. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW071 Manage medicines in Aboriginal and/or Torres Strait Islander primary health care

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the Element.</i>

1. 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 <i>legal and regulatory framework</i> 2.4 Document clinical assessments, any advice sought and assessment and treatment initiated in client medical files
3. Manage the ordering, transportation, storage and disposal of medicines	3.1 Ensure medicines are securely stored in accordance with legislative requirements 3.2 Establish working relationships with local medical 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW071 Manage medicines in Aboriginal and/or Torres Strait Islander primary health care	HLTAHW606B Manage medicines in Aboriginal and/or Torres Strait Islander health care	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

		Prerequisite unit removed	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAMED004 Manage medications in Aboriginal and/or Torres Strait Islander primary health care	HLTAHW071 Manage medicines in Aboriginal and/or Torres Strait Islander primary health care	Non equivalent. Title changed from medicines to medications. Prerequisite added: HLTAMED003 Administer Medications. Changes to structure and content of Elements, Performance Criteria, Performance Evidence. Knowledge Evidence has significant additions.	Not equivalent

Assessment Requirements for HLTAHW071 Manage medicines in Aboriginal and/or Torres Strait Islander primary health care

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- managed the safe administration of medicines by appropriately authorised Aboriginal and/or Torres Strait Islander Health Workers or practitioners on at least three occasions by:
 - providing clear information on medicines, through accurate interpretation of MIMS and other medication references and resources, such as standing orders, guidelines and Consumer Medicines Information
 - checking calculations and measurements of dosages undertaken by other authorised practitioners
 - documenting all outcomes of administration of medication in line with own role and medication administered
- initiated treatment involving medication on at least three occasions by:
 - using standard treatment manuals to initiate assessment and treatment, in consultation with an authorised practitioner
 - referring to the pharmacist regarding medication
 - consulting authorised practitioners' instructions and orders in regards to dispensing medication
- managed processes for the ordering, transport, storage and disposal of medication on at least one occasion by:
 - managing relationships with relevant suppliers, pharmacies and hospitals
 - overseeing the maintenance of medicines records
 - using checking systems to regularly review out-of-date stock, understocked or other requirements for medication
 - ensuring medication was kept in secured locations and accessed by authorised personnel, according to legislation and organisation procedures and policies
 - applying cold chain storage principles where appropriate in the storage of medications.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- application of universal precautions in the administration of medicines
- key aspects of federal and state legislation relating to the control, storage and dispensing of drugs and medication
- legislative and regulatory requirements for labelling, storage and safe disposal of medicines
- key aspects of the requirements of the Pharmaceutical Benefits Scheme (PBS)
- signs of anaphylaxis and methods of management
- western and traditional/bush medicines and treatments
- special considerations in use of medicines, including:
 - pregnancy and lactation
 - renal failure
 - anti-coagulant therapy
- organisational policies and procedures relating to drugs and medications, including storage, ordering, management and access.

Assessment Conditions

Unless state or territory legislation prevents practice in the workplace, skills must be demonstrated working:

- in a health service or centre
- as part of a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

Note: Where state or territory legislation prevents practice in the workplace, simulated assessment environments may only be used in place of workplace assessment.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW072 Provide guidance in social and emotional wellbeing

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW072 Provide guidance in social and emotional wellbeing	HLTAHW607B Provide guidance in social and emotional well being	New unit in HLT Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements Prerequisite unit removed	Not equivalent

Assessment Requirements for HLTAHW072 Provide guidance in social and emotional wellbeing

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- provided social and emotional wellbeing guidance to at least three clients by:
 - assessing the mental status and needs of each client
 - developing appropriate treatment and/or referral plans/options, including alternative therapies, as appropriate in consultations with colleagues and relevant professionals
 - discussing treatment options with client
 - providing appropriate emotional support and guidance as part of the treatment plan using:
 - listening skills
 - building rapport
 - negotiation
 - questioning, reframing
 - externalising
 - reflection process by worker
 - motivational interviewing
 - reviewing the progress of the relationship with the client and colleagues, including the prospect of ending the relationship
 - exercising professional boundaries with each client
 - using self-protection strategies as appropriate to working with each client, including:
 - resolving conflicts and crisis negotiation
 - ensuring safety of self and others
 - seeking emergency assistance and debriefing
 - undertaking stress-management activities.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- conflict resolution strategies for individuals and families
- models and techniques to provide social and emotional support, including:
 - six-step problem-solving method
 - five stages of trauma recovery
 - antecedents, behaviour, consequences model (ABC model of behaviour)
 - cognitive behaviour therapy (CBT) model
 - brief solution-focused therapy
 - narrative therapy
 - subjective, objective, assessment, plan, implementation and evaluation (SOAPIE) notes
 - strategies for counselling survivors of sexual abuse, sexual assault, children and young people, couples, families, grieving families, friends and communities
 - motivational interviewing
 - definitions of grief and models of support
 - strategies of open communication for couples
 - what makes a good counsellor (listening, skills, empathy, trust, etc.)
- healing models, such as:
 - Atkinson's trans-generational healing model
 - traditional healing practices
 - healing through art, drawing, music
 - social genograms
 - narrative therapy
- local support networks and services
- sexual abuse, including:
 - definitions, myths and facts
 - ways survivors feel and behave
 - monitoring sexual abuse
 - patterns in relating to the world for survivors
- sexual assault, including:

- definitions, myths and facts
 - effects
 - legal and medical procedures
 - strategies for counselling
- Stolen or Removed Generations
- suicide and self-harm, including:
 - risk factors
 - emergency procedures
 - assistance and support (agencies, community, family)
 - counselling strategies
 - referral options
- organisation policies and procedures.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as a senior member of and/or supervising a primary health care team
- with Aboriginal and/or Torres Strait Islander clients.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW073 Practise social and emotional wellbeing in a clinical setting

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. Differentiate between ways to conceptualise and treat mental disorders	1.1 Use mental health classification systems appropriately when diagnosing Aboriginal and/or Torres Strait Islander people 1.2 Identify situations where a traditional healer could make an effective contribution to the treatment and management of Aboriginal and/or Torres Strait Islander clients 1.3 Investigate treatment approaches to potentially reduce the stay in mental institutions for Aboriginal and/or Torres Strait Islander people and assist early return to their communities 1.4 Examine and evaluate the environment of mental health facilities/institutions in relation to potential impact on Aboriginal and/or Torres Strait Islander clients 1.5 Identify the impact of cultural and spiritual factors on the way mental health problems develop and present
2. Address the organisation's role and function in the management and treatment of mental disorders	2.1 Identify ways in which the organisation's administrative and health care staff can physically, spiritually and emotionally support Aboriginal and/or Torres Strait Islander people and their families 2.2 Identify community health organisation's role and manner of preparing and supporting Aboriginal and/or Torres Strait Islander clients to re-enter their communities 2.3 Identify organisation policies and procedures that acknowledge the importance of Aboriginal and/or Torres Strait Islander people's spiritual and emotional ties 2.4 Clarify and support links between agencies providing primary, secondary and tertiary care 2.5 Identify and access appropriately local government and non-government resources available to assist clients from remote areas
3. Develop and maintain inter-sectoral networks	3.1 Recognise the importance of cross-sector collaborations between agencies, particularly in the context of early intervention and treatment for clients with multiple diagnoses 3.2 Identify the roles and functions of members of multidisciplinary health care teams

	3.3 Recognise different organisational cultures within a drug and alcohol service and a mental health service, and identify their impact on workers 3.4 Identify difficulties in addressing gaps in the system that impede continuity of care 3.5 Emphasise factors/attributes that contribute to a flexible, dynamic and productive health team 3.6 Recognise the importance of policies that reflect equal opportunity and ensure that staff participate in cross-cultural awareness programs 3.7 Identify ways case management can contribute to effective inter-sectoral service delivery 3.8 Identify staff development issues for inter-sectoral workers
4. Use clinical practices appropriate to social and emotional wellbeing work	4.1 Identify clinical practices relevant to social and emotional wellbeing work 4.2 Clarify the meaning of 'culturally appropriate manner' in general and specific cultural contexts 4.3 Discuss client treatment with other members of the health care team 4.4 Recognise the importance of accurate clinical baseline observations in practice 4.5 Take client history in accordance with the needs of the client and the health care setting 4.6 Undertake comprehensive reporting in line with organisation requirements 4.7 Identify instances where the social and emotional wellbeing worker might advocate for a client in accordance with the philosophy of the organisation
5. Practise social and emotional 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW073 Practise social and emotional wellbeing in a clinical setting	HLTAHW608B Practise social and emotional well being in a clinical setting	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including	Not equivalent

		volume and environment requirements Prerequisite unit removed	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTASEW004 Contribute to the care of clients living with mental illness	HLTAHW073 Practise social and emotional wellbeing in a clinical setting	Non equivalent. Title changed. Changes to content of Elements, Performance Criteria, Performance Evidence and Knowledge Evidence. Assessment Conditions provides clearer expression of requirements.	Not equivalent

Assessment Requirements for HLTAHW073 Practise social and emotional wellbeing in a clinical setting

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- delivered social and emotional wellbeing services within a primary health care setting to at least three Aboriginal and/or Torres Strait Islander clients including:
 - using clinical practices appropriate to social and emotional wellbeing work
 - appropriately identifying treatment and measures to specifically support Aboriginal and/Torres Strait Islander cultures, such as traditional healers
 - providing support and advice to clients
 - working in collaboration with other team members and staff as required
 - communicating with clients in culturally appropriate and safe ways to gain and provide information, and make assessments of social and emotional health
 - referring clients as required according to their specific social and emotional wellbeing needs
 - on at least one occasion, worked with other members of a multi-disciplinary team to identify:
 - ways to support social and emotional wellbeing of clients in the primary health care setting
 - barriers in providing support to clients, and ways to overcome these
 - specific cross-cultural issues which need to be addressed by the team
 - ways of working with others outside the team in other sectors, departments or agencies to support care of clients.
 -

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- role and responsibilities of a social and emotional wellbeing worker in a multidisciplinary team
- the differences between the roles of a social and emotional wellbeing worker in a community controlled organisation and in a government organisation
- organisational philosophies, values and beliefs
- social and emotional issues associated with mental health of Aboriginal and/or Torres Strait Islander clients
- clinical aspects of mental health assessments, treatments and services
- relevant OH&S requirements for practice, including (but not limited to):
 - duty of care
 - confidentiality
 - debriefing
 - universal precautions
 - hazard/incident reporting procedures.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as a senior member of and/or supervising a primary health care team
- with Aboriginal and/or Torres Strait Islander clients.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW074 Provide closure on healing processes

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. Facilitate a group healing journey	1.1 Review and agree to rules for participation in a healing group as part of a group, ensuring safety, cultural security and confidentiality during and after the process 1.2 Practise verbal and non-verbal communication skills within the group 1.3 Practise self-reflection through review of key issues recorded relating to the healing process 1.4 Acknowledge the impact of confronting own issues by self-disclosure of past emotional influences 1.5 Undertake work to review and complete a healing journey in the group context 1.6 Reflect on the impacts of participation in healing journeys and share in the group context
2. Create a safe place to continue healing	2.1 Acknowledge the importance of healing as an ongoing process for Aboriginal and/or Torres Strait Islander people 2.2 Explore and clarify the relevance of experiencing personal healing as a basis for providing support and healing for clients 2.3 Identify principles for creating a safe and culturally secure place for healing and take action to establish and maintain personal safety 2.4 Acknowledge the importance of the support processes of extended families in preparing for and undergoing a healing process
3. Assist clients to access therapeutic services in the local area	3.1 Identify therapeutic services available in the local area 3.2 Identify obstacles that clients may face when accessing the local therapeutic services 3.3 Develop and implement strategies to help clients access local therapeutic services 3.4 Develop and implement strategies for maintaining primary contact with the client when accessing local 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW074 Provide closure on healing processes	HLTAHW609B Provide closure on healing processes	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements Prerequisite unit removed	Not equivalent

Assessment Requirements for HLTAHW074 Provide closure on healing processes

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- facilitated a healing journey for at least one group of Aboriginal and/or Torres Strait Islander clients by:
 - negotiating rules of participation
 - explaining the relevance of experiencing personal healing as a basis for providing support to clients
 - demonstrating appropriate communication skills
 - providing a safe place for participants to undertake the healing journey
 - identifying an appropriate point to complete part of healing process and provide closure for self and clients
- assisted at least one client to identify and access appropriate therapeutic services to support ongoing healing as required
- reflected on their own involvement in healing journey, including any personal areas of concern, on at least one occasion.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- alternative therapies – art, music
- key communication models
- conflict resolution strategies for individuals and families
- debriefing, including:
 - definitions and processes
 - for self

- for colleagues
- factors that the client may consider when contacting a therapist (e.g. kinship, training, confidentiality, gender, cost, approach, personal warmth, sincere concern, whether they can talk in a candid non-defensive way, reputation, understanding)
- limitations of therapy
- procedures for working with clients in crisis (i.e. safety issues, liaising with emergency agencies, calming strategies, etc.)
- professional boundaries
- self-healing journey
- story maps and storytelling
- strategies for assisting clients to access services
- strategies for overcoming client resistance
- suicide and self-harm
- referral options.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as a senior member of and/or supervising a primary health care team
- with Aboriginal and/or Torres Strait Islander clients.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW075 Manage community health projects

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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 unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW075 Manage community health projects	HLTAHW610B Manage community health projects	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

Assessment Requirements for HLTAHW075 Manage community health projects

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- planned, implemented and evaluated at least one community health project to support the provision of health services for Aboriginal and/or Torres Strait Islander individuals and communities by:
 - consulting appropriately with community, stakeholders, staff and research team about the purpose, methodology and aims of the research
 - ensuring confidentiality of community information relevant to the project
 - performing a project risk assessment
 - coordinating flow of information with community and research team
 - facilitating groups for research, discussion and feedback purposes
 - documenting the progress and outcomes of the project
 - referring to relevant legislative and organisational requirements as appropriate.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- relevant Commonwealth, state/territory and local government policies
- community/sector networks associated with community health
- funding guidelines related to community health projects
- local Community Health Plans
- organisation policies and guidelines.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as a senior member of and/or supervising a primary health care team
- with Aboriginal and/or Torres Strait Islander clients.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW076 Plan for community emergencies

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW076 Plan for community emergencies	HLTAHW611B Plan for community emergencies	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent

Assessment Requirements for HLTAHW076 Plan for community emergencies

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- planned for a community emergency by:
 - consulting effectively with the community to:
 - identify local issues
 - clarify roles and responsibilities of the organisation and community
 - promote community involvement
 - facilitate group discussions to develop the plan
 - consulting with relevant stakeholders, including emergency agencies, to identify responsibilities and roles
 - making and distributing amendments to disaster plan to key stakeholders
- facilitated the implementation of the emergency plan by:
 - developing and implementing a promotions strategy to inform community, staff and relevant stakeholders
 - identifying volunteers and coordinating relevant training and resources to support their implementation of the plan
 - ensuring health service personnel are trained in emergency processes under the plan.

All performance evidence must be demonstrated at least once.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- key community networks relating to emergency response, including local resources, suppliers and tradespeople

- relevant legislation, protocols and policies or guidelines
- local disaster planning processes
- local cultural and community knowledge
- networks development
- relevant equipment and technology in terms of types, sources, operation and maintenance
- client confidentiality requirements.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as a senior member of and/or supervising a primary health care team
- with Aboriginal and/or Torres Strait Islander clients.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW077 Provide supervision for social and emotional wellbeing workers

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. Provide debriefing and support for social and emotional wellbeing workers	1.1 Provide workers with a supportive environment to discuss social and emotional wellbeing work issues 1.2 Maintain confidentiality of clients and workers 1.3 Guide workers through a process of self-reflection and review of key issues relating to social and emotional wellbeing work 1.4 Assist workers to identify personally confronting issues and utilise them constructively in their work 1.5 Assist workers to identify and apply appropriate strategies and techniques for protection of self and clients
2. Analyse and evaluate social and emotional wellbeing processes and outcomes	2.1 Obtain information to clarify issues arising and strategies used to address these issues in social and emotional wellbeing work 2.2 Clarify client outcomes achieved through the work 2.3 Analyse strategies and practices used by workers 2.4 Evaluate the effectiveness of strategies and practices used in social and emotional wellbeing work in terms of outcomes for clients and impact on worker
3. Provide feedback and support to social and emotional wellbeing worker	3.1 Discuss strategies and practices used by worker in relation to client outcomes and impact on worker 3.2 Provide feedback to reinforce appropriate social and emotional wellbeing work and/or to support change where required 3.3 Provide professional guidance to worker as required 3.4 Support worker to change and/or enhance practices as appropriate

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW077 Provide supervision for social and emotional wellbeing workers	HLTAHW612B Provide supervision for SEWB workers	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTASEW005 Provide supervision for Aboriginal and/or Torres Strait Islander health workers	HLTAHW077 Provide supervision for social and emotional wellbeing workers	Non equivalent. Title changed. Changes to content of Elements, Performance Criteria, Performance Evidence and Knowledge Evidence. Assessment Conditions provides clearer expression of requirements.	Not equivalent

Assessment Requirements for HLTAHW077 Provide supervision for social and emotional wellbeing workers

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role.

There must be evidence that the candidate has:

- supported at least two Aboriginal and/or Torres Strait Islander health workers to provide social and emotional wellbeing support by:
 - - providing professional feedback, debriefing and support
 - - using culturally appropriate and safe communication skills with the worker to:
 - build rapport and trust
 - obtain information for reviewing practices
 - support the worker to discuss personally confronting issues
 - discuss strategies and techniques to protect the worker and clients
 - maintain confidentiality of the worker and their clients
 - - reviewing worker's strategies and practices to reflect on client progress and outcomes, and identify successes and areas for change.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- a range of strategies and practices used to achieve desired client outcomes in relation to social and emotional wellbeing work
- advanced skills, knowledge and attributes required to perform the work effectively
- potential for work to impact the Aboriginal and/or Torres Strait Islander Health Worker in relation to own personal, family and community issues
- strategies and practices to assist and support the Aboriginal and/or Torres Strait Islander Health Worker to prepare for, monitor and deal effectively with the impact of social and emotional wellbeing work.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as a senior member of and/or supervising a primary health care team
- with Aboriginal and/or Torres Strait Islander clients.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAHW078 Work within a narrative approach

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. Apply 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAHW078 Work within a narrative approach	HLTAHW613B Work within a narrative approach	New unit in HLT Health Training Package Release 1.0. Significant changes to elements and performance criteria.	Not equivalent

		New evidence requirements for assessment, including volume and environment requirements Prerequisite unit removed	

Assessment Requirements for HLTAHW078 Work within a narrative approach

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- worked with at least three clients and/or community groups to utilise narrative theory and externalised conversations as part of social and emotional wellbeing support by:
 - researching concepts and terminology relating to narrative therapy and externalised conversations, and their particular application to working with Aboriginal and/or Torres Strait Islander clients and/or communities
 - using culturally appropriate and safe communication to apply these concepts to support clients and/or communities to:
 - engage in a narrative therapy approach
 - use externalising conversations to identify issues to address.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- being multi-storied – problem and preferred stories
- both local and general Aboriginal and/or Torres Strait Islander history, e.g. history of colonisation, assimilation, removal, etc.
- externalising practices and conversations
- how stories shape us
- key concepts and language terms characteristic to narrative therapy approaches
- making visible the politics of community life, and the tactics of internalisation
- stories coming from a social/political/cultural/historical context
- the impact of cultural knowledge on approaches to narrative work

- unique contributions of indigenous and colonised people's work to the development of narrative therapy approaches
- what makes a story.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as a senior member of and/or supervising a primary health care team
- with Aboriginal and/or Torres Strait Islander clients.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAID001 Provide cardiopulmonary resuscitation

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Respond to an emergency situation	1.1 Recognise 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID001 Provide cardiopulmonary resuscitation	HLTCPR211A Perform CPR	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	Not equivalent

		elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Not equivalent.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID009 Provide cardiopulmonary resuscitation	HLTAID001 Provide cardiopulmonary resuscitation		Not equivalent

Assessment Requirements for HLTAID001 Provide cardiopulmonary resuscitation

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:
 - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
 - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
 - responded appropriately in the event of regurgitation or vomiting
 - managed the unconscious breathing casualty
 - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
 - followed the prompts of an automated external defibrillator (AED)
- Responded to at least one simulated first aid scenario contextualised to the candidate's workplace/community setting, including:
 - demonstrated safe manual handling techniques
 - provided an accurate verbal or written report of the incident

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
 - ARC Guidelines relevant to the provision of CPR
 - safe work practices to minimise risks and potential hazards

- infection control principles and procedures, including use of standard precautions
 - requirements for currency of skill and knowledge
- Legal, workplace and community considerations, including:
 - awareness of potential need for stress-management techniques and available support following an emergency situation
 - duty of care requirements
 - respectful behaviour towards a casualty
 - own skills and limitations
 - consent
 - privacy and confidentiality requirements
 - importance of debriefing
- Considerations when providing CPR, including:
 - airway obstruction due to body position
 - appropriate duration and cessation of CPR
 - appropriate use of an AED
 - chain of survival
 - standard precautions
- Basic anatomy and physiology relating to:
 - how to recognise a person is not breathing normally
 - chest
 - response/consciousness
 - upper airway and effect of positional change

Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- AED training device
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor Requirements

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition hold current first aid certificate HLTAID003 or higher.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAID002 Provide basic emergency life support

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Respond to an emergency situation	1.1 Recognise 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTAID002 Provide basic emergency life support	HLTFA211A Provide basic emergency life support	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. New evidence requirements for assessment including volume and frequency requirements. Not equivalent.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID010 Provide basic emergency life support	HLTAID002 Provide basic emergency life support		Not equivalent

Assessment Requirements for HLTAID002 Provide basic emergency life support

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:
 - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
 - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
 - responded appropriately in the event of regurgitation or vomiting
 - managed the unconscious breathing casualty
 - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
 - followed the prompts of an Automated External Defibrillator (AED)
- Responded to at least one simulated first aid scenario contextualised to the candidate's workplace/community setting, including:
 - demonstrated safe manual handling techniques
 - provided an accurate verbal or written report of the incident
- Applied first aid procedures for the following:
 - allergic reaction
 - anaphylaxis
 - bleeding control
 - choking and airway obstruction
 - respiratory distress, including asthma
 - shock

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
 - ARC Guidelines relevant to provision of CPR and first aid
 - safe work practices to minimise risks and potential hazards
 - Infection control principles and procedures, including use of standard precautions
 - requirements for currency of skill and knowledge
- legal, workplace and community considerations, including:
 - awareness of potential need for stress-management techniques and available support following an emergency situation
 - duty of care requirements
 - respectful behaviour towards a casualty
 - own skills and limitations
 - consent
 - privacy and confidentiality requirements
 - importance of debriefing
- considerations when providing basic emergency life support, including:
 - airway obstruction due to body position
 - appropriate duration and cessation of CPR
 - appropriate use of an AED
 - chain of survival
 - standard precautions
- principles and procedures for first aid management of the following scenarios:
 - allergic reaction
 - anaphylaxis
 - bleeding control
 - cardiac conditions, including chest pain
 - choking and airway obstruction
 - respiratory distress, including asthma
 - shock
 - stroke

- basic anatomy and physiology relating to:
 - considerations in provision of first aid for specified conditions
 - chest
 - how to recognise a person is not breathing normally
 - response/consciousness
 - upper airway and effect of positional change

Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training device
- placebo bronchodilator and spacer device
- roller bandages
- triangular bandage
- workplace First Aid kit
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form
- wound dressing

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor requirements

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition hold current first aid certificate HLTAID003 or higher.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAID003 Provide first aid

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Respond to an emergency situation	1.1 Recognise 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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID003 Provide first aid	HLTFA311A Apply first aid	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. New evidence requirements for assessment including volume and frequency requirements. Not equivalent.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID011 Provide First Aid	HLTAID003 Provide first aid		Not equivalent

Assessment Requirements for HLTAID003 Provide first aid

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:
 - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
 - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
 - responded appropriately in the event of regurgitation or vomiting
 - managed the unconscious breathing casualty
 - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
 - followed the prompts of an Automated External Defibrillator (AED)
- Responded to at least two simulated first aid scenarios contextualised to the candidate's workplace/community setting, including:
 - conducted a visual and verbal assessment of the casualty
 - demonstrated safe manual handling techniques
 - post-incident debrief and evaluation
 - provided an accurate verbal or written report of the incident
- Applied first aid procedures for the following:
 - allergic reaction
 - anaphylaxis
 - bleeding control
 - choking and airway obstruction
 - envenomation, using pressure immobilisation

- fractures, sprains and strains, using arm slings, roller bandages or other appropriate immobilisation techniques
- respiratory distress, including asthma
- shock

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
 - ARC Guidelines relevant to provision of CPR and first aid
 - safe work practices to minimise risks and potential hazards
 - infection control principles and procedures, including use of standard precautions
 - requirements for currency of skill and knowledge
- legal, workplace and community considerations including:
 - awareness of potential need for stress-management techniques and available support following an emergency situation
 - duty of care requirements
 - respectful behaviour towards a casualty
 - own skills and limitations
 - consent
 - privacy and confidentiality requirements
 - importance of debriefing
- considerations when providing first aid including:
 - airway obstruction due to body position
 - appropriate duration and cessation of CPR
 - appropriate use of an AED
 - chain of survival
 - standard precautions
 - how to conduct a visual and verbal assessment of the casualty
- principles and procedures for first aid management of the following scenarios:
 - abdominal injuries
 - allergic reaction
 - anaphylaxis

- basic care of a wound
- bleeding control
- burns
- cardiac conditions, including chest pain
- choking and airway obstruction
- crush injuries
- diabetes
- dislocations
- drowning
- envenomation
- environmental impact, including hypothermia, hyperthermia, dehydration and heat stroke
- eye and ear injuries
- fractures
- febrile convulsions
- head, neck and spinal injuries
- minor skin injuries
- needle stick injuries
- poisoning and toxic substances
- respiratory distress, including asthma
- seizures, including epilepsy
- shock
- soft tissue injuries, including strains and, sprains
- stroke
- unconsciousness
- basic anatomy and physiology relating to:
 - how to recognise a person is not breathing normally
 - chest
 - response/consciousness
 - upper airway and effect of positional change
 - considerations in provision of first aid for specified conditions

Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training device
- placebo bronchodilator and spacer device
- roller bandages
- triangular bandages
- workplace First Aid kit
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form for written reports
- wound dressings

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor requirements

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAID004 Provide an emergency first aid response in an education and care setting

Modification History

N/A

Application

This unit describes the skills and knowledge required to provide a first aid response to infants, children and adults.

The unit applies to educators and support staff working within an education and care setting who are required to respond to a first aid emergency, including asthmatic and anaphylactic emergencies.

This unit of competency may contribute towards approved first aid, asthma and anaphylaxis training under the Education and Care Services National Law, and the Education and Care Services National Regulations (2011).

Specific licensing requirements, including requirements for refresher training, should be obtained from the Australian Children's Education and Care Quality Authority (ACECQA) and/or relevant state/territory Work Health and Safety Regulatory Authority.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. Respond to an emergency situation	1.1 Recognise an emergency situation 1.2 Identify, assess and minimise immediate hazards to health and safety of self and others 1.3 Assess the casualty and recognise the need for first aid response 1.4 Assess the situation and seek assistance from emergency response services
2. Apply appropriate emergency first aid procedures	2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines 2.2 Provide first aid in accordance with established first aid principles 2.3 Ensure casualty feels safe, secure and supported 2.4 Obtain consent from casualty, caregiver, registered medical practitioners or medical emergency services where possible 2.5 Use available resources and equipment to make the casualty as comfortable as possible 2.6 Operate first aid equipment according to manufacturer's instructions 2.7 Monitor the casualty's condition and respond in accordance with first aid principles
3. Communicate details of the incident	3.1 Accurately convey details of the incident to emergency response services 3.2 Report details of incident to supervisor 3.3 Complete relevant workplace documentation, including incident report form 3.4 Report details of incidents involving babies and children to parents and/or caregivers 3.5 Follow workplace procedures to report serious incidents to the regulatory authority 3.6 Maintain confidentiality of records and information in line with statutory and/or organisational policies

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID012 Provide First Aid in an education and care setting	HLTAID004 Provide an emergency first aid response in an education and care setting		Not equivalent

Assessment Requirements for HLTAID004 Provide an emergency first aid response in an education and care setting

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:
 - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
 - Performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on a child resuscitation manikin placed on the floor
 - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
 - responded appropriately in the event of regurgitation or vomiting
 - managed the unconscious breathing casualty
 - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
 - followed the prompts of an Automated External Defibrillator (AED)
- Responded to at least three simulated first aid scenarios contextualised to the candidate's workplace/community setting, and involving infants and children of varying ages including:
 - conducted a visual and verbal assessment of the casualty
 - demonstrated safe manual handling techniques
 - post-incident debrief and evaluation
 - provided an accurate verbal and written report of the incident
 - conducted a hazard assessment and identified strategies to minimise risk
- Applied first aid procedures for the following:

- allergic reaction
- anaphylaxis
- bleeding control
- choking and airway obstruction
- envenomation, using pressure immobilisation
- fractures, sprains and strains, using arm slings, roller bandages or other appropriate immobilisation principles techniques
- head injuries
- poisoning
- respiratory distress, including asthma
- seizures & convulsions, including febrile convulsions and epilepsy
- shock
- Located and interpreted workplace policies and procedures

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
 - ARC Guidelines for provision of CPR and first aid to infants, children and adults
 - guidelines from Australian national peak clinical bodies
 - safe work practices to minimise risks and potential hazards
 - first aid requirements for services under the Education and Care Services National Law
 - infection control principles and procedures, including use of standard precautions
 - requirements for currency of skill and knowledge
- legal, workplace and community considerations, including:
 - awareness of potential need for stress-management techniques and available support following an emergency situation, including the psychological impact on children
 - duty of care requirements
 - respectful behaviour towards a casualty
 - own skills and limitations

- consent, including situations in which parental/caregiver consent is required
 - privacy and confidentiality requirements
 - importance of debriefing
- considerations when providing first aid including:
 - airway obstruction due to body position
 - appropriate duration and cessation of CPR
 - appropriate use of an AED, including placement of pads for adults and children aged older than 8 years
 - specific considerations when using an AED on children aged between 1 and 8 years, including identification of AED with paediatric capability, paediatric voltage and use of paediatric pads
 - chain of survival
 - standard precautions
 - how to conduct a visual and verbal assessment of the casualty
- principles and procedures for application of first aid management of the following scenarios:
 - abdominal injuries
 - allergic reaction
 - anaphylaxis, including signs, symptoms and triggers and using different types of adrenaline auto injectors
 - asthma, including signs, symptoms and triggers and using different types of bronchodilators
 - basic care of a wound
 - bleeding control
 - burns
 - cardiac conditions, including chest pain
 - choking and airway obstruction
 - crush injuries
 - diabetes
 - dislocations
 - drowning
 - envenomation
 - environmental impact, including hypothermia, hyperthermia, dehydration and heat stroke
 - eye and ear injuries
 - febrile convulsions

- fractures
- head, neck and spinal injuries
- minor skin injuries
- needle stick injuries
- poisoning and toxic substances
- respiratory distress
- seizures, including epilepsy
- shock
- soft tissue injuries, including sprains and strains
- stroke
- unconsciousness
- basic anatomy and physiology relating to:
 - how to recognise a person is not breathing normally
 - chest
 - infant respiratory systems and implications for provision of CPR
 - basic anatomical differences between adults and children, and the implications for provision of first aid
 - normal clinical values for children
 - response/consciousness
 - upper airway and effect of positional change

Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- adult, child and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- AED training device
- different types of training adrenalin auto-injector training devices (e.g. EpiPen and AnaPen)
- different types of placebo bronchodilators and a spacer device
- roller bandages
- triangular bandages
- workplace First Aid kit

- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form
- wound dressings

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor requirements

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAID005 Provide first aid in remote situations

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Respond to a remote emergency situation	1.1 Plan for isolated travel or work if required, accounting for expected contingencies 1.2 Recognise an emergency situation 1.3 Identify, assess and manage immediate hazards to health and safety of self and others

	1.4 Assess the casualty and recognise the need for first aid response 1.5 Assess the situation and evaluate options for medical assistance 1.6 Evaluate options for transporting casualty or waiting for medical assistance in relation to environmental issues, risks, transport availability and casualty condition
2. Apply appropriate first aid procedures	2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines 2.2 Provide first aid in accordance with established first aid principles 2.3 Display respectful behaviour towards casualty 2.4 Obtain consent from casualty where possible 2.5 Use available resources and equipment to make the casualty as comfortable as possible 2.6 Operate first aid equipment according to manufacturer's instructions 2.7 Monitor the casualty's condition and respond in accordance with first aid principles
3. Manage the incident	3.1 Seek assistance from others present to manage incident circumstances 3.2 Establish communication links with emergency response services and convey incident details 3.3 Report details of casualty condition, changes in condition, management and responses 3.4 Assist in the evacuation of the casualty by following directions given by emergency response services as 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID005 Provide first aid in remote situations	HLTFA302C Provide first aid in remote situation	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. New evidence requirements for assessment including volume and frequency requirements. Not equivalent..	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID013 Provide First Aid in remote or isolated site	HLTAID005 Provide first aid in remote situations		Not equivalent

Assessment Requirements for HLTAID005 Provide first aid in remote situations

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:
 - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
 - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
 - responded appropriately in the event of regurgitation or vomiting
 - managed the unconscious breathing casualty
 - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
 - followed the prompts of an Automated External Defibrillator (AED)
- Responded to at least three simulated first aid scenarios contextualised to the candidate's remote and/or isolated situation:
 - demonstrated safe manual handling techniques
 - conducted a visual and verbal secondary survey assessment of the casualty
 - assessed vital signs, including respirations, pulse and temperature
 - post-incident debrief and evaluation
 - provided an accurate verbal and written report of the incident
- Applied first aid response in a remote situation for the following:
 - allergic reaction
 - anaphylaxis
 - basic care of a wound

- bleeding control
- choking and airway obstruction
- envenomation, using pressure immobilisation
- environmental impacts, including hypothermia, hyperthermia, dehydration and heat stroke
- fractures, sprains and strains, using arm slings, roller bandages or other appropriate immobilisation techniques
- head, neck and spinal injuries, using immobilisation principles
- respiratory distress, including asthma
- shock

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
 - ARC guidelines relevant to provision of CPR and first aid
 - safe work practices to minimise risks and potential hazards
 - infection control principles and procedures, including use of standard precautions
 - requirements for currency of skill and knowledge
- legal, workplace and community considerations including:
 - awareness of potential need for stress-management techniques and available support following an emergency situation
 - duty of care requirements
 - respectful behaviour towards a casualty
 - own skills and limitations
 - consent
 - privacy and confidentiality requirements
 - importance of debriefing
- considerations when providing first aid, including:
 - airway obstruction due to body position
 - appropriate duration and cessation of CPR
 - appropriate use of an AED
 - chain of survival

- standard precautions
 - how to conduct a visual and verbal secondary survey assessment
 - assessment and interpretation of vital signs, including respirations, temperature and pulse
- principles and procedures for first aid management of the following scenarios, contextualised to the candidate's remote and/or isolated situation:
 - abdominal injuries
 - allergic reaction
 - anaphylaxis
 - basic care of a wound
 - bleeding control
 - burns
 - cardiac conditions, including chest pain
 - choking and airway obstruction
 - crush injuries
 - diabetes
 - dislocations
 - drowning
 - envenomation
 - environmental impact, including hypothermia, hyperthermia, dehydration and heat stroke
 - eye and ear injuries
 - febrile convulsions
 - fractures
 - head, neck and spinal injuries
 - minor skin injuries
 - needle stick injuries
 - poisoning and toxic substances
 - respiratory distress, including asthma
 - seizures, including epilepsy
 - shock
 - soft tissue injuries, including sprains and strains
 - stroke
 - unconsciousness
- remote considerations in the provision of first aid, including:

- typical hazards and strategies for preparing supplies to address contingencies
- management options relating to transporting casualty, including aero-medical evacuation
- how to identify and prepare areas for safe evacuation, including aero-medical evacuation
- how and when to access emergency response services
- communication systems, equipment and methods available in remote situations
- priorities of management in first aid when dealing with life-threatening conditions
- specific considerations contextualised to alpine, desert, marine, rural/remote settings and tropical environments
- basic anatomy and physiology relating to:
 - how to recognise a person is not breathing normally
 - chest
 - response/consciousness
 - upper airway and effect of positional change
 - considerations in provision of first aid for specified conditions, including specific considerations for remote settings

Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

- Assessment resources must include:
 - adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
 - adrenaline auto-injector training device
 - AED training device
 - placebo bronchodilator and spacer device
 - roller bandages
 - thermometer
 - triangular bandages
 - workplace First Aid kit suitable for remote locations
 - workplace injury, trauma and/or illness record, or other appropriate workplace incident report form
 - wound dressings

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor requirements

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAID006 Provide advanced first aid

Modification History

N/A

Application

This unit describes the skills and knowledge required to provide an advanced first aid response, including management of the incident and other first aiders, until the arrival of medical or other assistance.

The unit applies to workers who may be required to provide, coordinate and manage a first aid response across a range of complex situations, including community and workplace settings.

Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Respond to an emergency situation	1.1 Recognise an emergency situation

	1.2 Identify, assess and manage immediate hazards to health and safety of self and others 1.3 Assess the casualty and recognise the need for first aid response 1.4 Assess the situation and seek assistance from emergency response services 1.5 Deploy resources to appropriate locations as required in line with workplace procedures
2. Apply appropriate first aid procedures	2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines 2.2 Provide first aid in accordance with established first aid principles 2.3 Display respectful behaviour towards casualty 2.4 Obtain consent from casualty where possible 2.5 Use available resources and equipment to make the casualty as comfortable as possible 2.6 Operate first aid equipment according to manufacturer's instructions 2.7 Monitor the casualty's condition and respond in accordance with first aid principles
3. Coordinate first aid activities until arrival of medical assistance	3.1 Identify available resources required and establish communication links with appropriate personnel, emergency management services and medical assistance as appropriate 3.2 Deploy correct amount of required resources to appropriate locations in an effective manner to ensure timely arrival 3.3 Document the provision of resources and recommend modifications as required 3.4 Monitor the condition of casualties in accordance with first aid principles and workplace procedures 3.5 Coordinate evacuation of casualties according to relevant evacuation procedures 3.6 Arrange support services for personnel involved in the incident in accordance with relevant principles and procedures

4. Communicate details of the incident	4.1 Accurately convey incident details to emergency response services 4.2 Report details of incident in line with organisational policies 4.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies
5. Evaluate the incident and own performance	5.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents 5.2 Participate in debriefing to address individual needs 5.3 Evaluate management of the incident and develop an action plan in consultation with relevant parties 5.4 Review contingency planning to identify and select alternative management principles and procedures as required

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID006 Provide advanced first aid	HLTFA412A Apply advanced first aid	This version was released in HLT Health Training Package release 1.0 and meets the requirements of the New Standards for	Not equivalent

		Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Not equivalent.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID014 Provide Advanced First Aid	HLTAID006 Provide advanced first aid		Not equivalent

Assessment Requirements for HLTAID006 Provide advanced first aid

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- followed DRSABCD in line with ARC guidelines, including:
 - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
 - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
 - performed at least 2 minutes of Bag-valve-mask ventilation and at least 2 minutes of compression during a two rescuer procedure on an adult resuscitation manikin placed on the floor
 - responded appropriately in the event of regurgitation or vomiting
 - managed the unconscious breathing casualty
 - followed the prompts of a Automated External Defibrillator (AED)
 - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
- responded to at least three simulated first aid scenarios contextualised to the candidate's workplace/community setting, including:
 - demonstrated safe manual handling techniques
 - conducted a visual and verbal secondary survey assessment of the casualty
 - assessed vital signs (respirations, pulse and temperature)
 - communicated effectively with a first aid team providing direction and coordination of other first aiders
 - post-incident debrief and evaluation
 - provided an accurate verbal and written report of the incident

- applied first aid procedures for the following:
 - allergic reaction
 - anaphylaxis
 - bleeding control
 - choking and airway obstruction
 - conducted a basic triage for multiple casualty incident
 - envenomation (using pressure immobilisation)
 - fractures, sprains and strains (using arm slings, roller bandages or other appropriate immobilisation principles)
 - head, neck and spinal injuries (using immobilisation principles)
 - respiratory distress - including asthma
 - seizures - including epilepsy
 - shock
- located and interpreted workplace policies and procedures

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
 - ARC guidelines relevant to provision of CPR and first aid
 - guidelines of Australian national peak clinical bodies
 - safe work practices to deal with risks and potential hazards including manual handling, hazardous substances, dangerous goods and chemicals
 - infection control principles and procedures, including use of standard precautions
 - requirements for currency of skill and knowledge
- legal, workplace and community considerations including:
 - awareness of potential need for stress-management techniques and available support following an emergency situation
 - capabilities of emergency management services
 - consent
 - duty of care requirements
 - importance of debriefing
 - own skills and limitations

- legal requirements of administration of medication and the rights and responsibilities of the First Aider in the workplace regarding medication
 - privacy and confidentiality requirements
 - respectful behaviour towards a casualty
- considerations when providing first aid including:
 - airway obstruction due to body position
 - appropriate duration and cessation of CPR
 - appropriate use of an AED
 - assessment and interpretation of vital signs, including respirations, temperature and pulse
 - chain of survival
 - how to conduct a visual and verbal secondary survey assessment of casualty
 - priorities of management in first aid when dealing with life-threatening conditions
 - procedures for dealing with casualties who are aged or infirmed
 - procedures for dealing with major and minor accidents in the workplace
 - procedures when providing first aid to children
 - standard precautions
- principles and procedures for first aid management of the following scenarios, including complications:
 - abdominal injuries
 - allergic reaction
 - anaphylaxis
 - basic care of a wound
 - bleeding control
 - burns, including thermal, chemical, friction and electrical
 - cardiac conditions, including chest pain
 - choking and airway obstruction
 - crush injuries
 - diabetes
 - drowning
 - emergency childbirth
 - envenomation
 - environmental impact including hypothermia, hyperthermia, dehydration and heat stroke

- eye and ear injuries
- febrile convulsions
- head, neck and spinal injuries
- levels of consciousness
- needle stick injuries
- poisoning and toxic substances
- respiratory distress, including asthma
- seizures, including epilepsy
- shock
- skin injuries
- soft tissue musculoskeletal, including injuries including sprains, strains, dislocations and fractures
- stroke
- substance misuse, including common drugs and alcohol, including illicit drugs
- basic anatomy and physiology relating to:
 - how to recognise a person is not breathing normally
 - chest, skeleton, joints and muscles
 - response/level of consciousness
 - upper airway and effect of positional change
 - considerations in provision of first aid for specified conditions

Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training device.
- bag-valve-mask
- eye patch
- placebo bronchodilator and spacer device
- roller bandages
- thermometer

- triangular bandages
- workplace first Aid kit
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form
- wound dressings

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor requirements

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAID007 Provide advanced resuscitation

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Respond to an emergency situation	1.1 Recognise 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID007 Provide advanced resuscitation	HLTFA404C Apply advanced resuscitation techniques	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. New evidence requirements for assessment including volume and frequency requirements. Not equivalent.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID015 Provide advanced resuscitation and oxygen therapy	HLTAID007 Provide advanced resuscitation		Not equivalent

Assessment Requirements for HLTAID007 Provide advanced resuscitation

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

The demonstrated evidence is performed in line within state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures.

- Followed DRSABCD in line with ARC guidelines, including:
 - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
 - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
 - performed at least 2 minutes of bag-valve-mask ventilation and at least 2 minutes of compression on an adult resuscitation manikin placed on the floor
 - responded appropriately in the event of regurgitation or vomiting
 - managed the unconscious breathing casualty
 - followed the prompts of an Automated External Defibrillator (AED)
 - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
- conducted a visual and verbal secondary survey assessment of the casualty
- assessed vital signs (respirations, pulse and temperature)
- responded to at least three simulated first aid scenarios contextualised to the candidate's workplace/community setting, including:
 - demonstrated safe manual handling techniques
 - clearing the airway using a suction device
 - post-incident debrief and evaluation
 - provided an accurate verbal and written report of the incident
- selected and inserted an oropharyngeal airway adjunct
- administered oxygen to an unconscious/conscious casualty, including:

- selected and prepared correct oxygen equipment
 - administered oxygen safely at correct flow rate
- monitored and coordinated maintenance of resuscitation equipment
 - dismantling
 - storage
 - disposal
 - cleaning and decontamination
 - checking and diagnosis of faults
- located and interpreted workplace policies and procedures

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
 - ARC guidelines relevant to provision of CPR
 - guidelines of Australian national peak clinical bodies
 - safe work practices to deal with risks and potential hazards including manual handling, hazardous substances, dangerous goods and chemicals
 - infection control principles and procedures, including use of standard precautions
 - requirements for currency of skill and knowledge
- legal, workplace or community considerations including:
 - awareness of potential need for stress-management techniques and available support following an emergency situation
 - capabilities of emergency management services
 - consent
 - duty of care requirements
 - importance of debriefing
 - legal requirements of administration of medication and the rights and responsibilities of the First Aider in the workplace regarding medication
 - own skills and limitations
 - privacy and confidentiality requirements
 - respectful behaviour towards a casualty
- considerations when performing resuscitation including:

- airway obstruction due to body position
- appropriate duration and cessation of CPR
- appropriate use of an AED
- assessment and interpretation of vital signs (respirations, temperature and pulse)
- benefits, contraindications and complications with the use of an oropharyngeal airway
- chain of survival
- how to conduct a visual and verbal secondary survey assessment
- standard precautions
- considerations when providing supplementary oxygen, including:
 - benefits, contraindications and complications of providing oxygen to a casualty and of providing suction during the application of advanced resuscitation techniques
 - complications with the use of a bag-valve-mask device and suitable strategies to minimise these
 - selection and operation of oxygen masks and other appropriate delivery devices
- basic anatomy, physiology and toxicology as it relates to the provision of advanced resuscitation, including:
 - basic electrical activity associated with normal and abnormal heart rhythm
 - how to recognise a person is not breathing normally
 - relevant organs of the cardio pulmonary system and their operation
 - response/level of consciousness
 - upper airway and effect of positional change
- methods for cleaning, replenishing, recharging and maintaining resuscitation and oxygen equipment including:
 - actions to rectify problems
 - procedures to ensure operational readiness
 - storage, cleaning, decontamination and safe disposal of consumables
 - troubleshooting to identify minor and major faults

Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- airway model suitable for insertion of an oropharyngeal airway
- Automated External Defibrillator (AED) training device.
- bag-valve-mask
- oropharyngeal airway adjunct
- oxygen resuscitation system with oxygen cylinder
- selection of oxygen masks with tubing; nasal cannula, therapy mask, resuscitation mask with oxygen port
- thermometer
- suction device
- workplace incident, injury, trauma or illness record or other appropriate workplace incident report form.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor requirements

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAID008 Manage first aid services and resources

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Determine 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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID008 Manage first aid services and resources	HLTFA403C Manage first aid in the workplace	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. New evidence requirements for assessment including volume and frequency requirements. Not equivalent.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID016 Manage first aid services and resources	HLTAID008 Manage first aid services and resources		Equivalent

Assessment Requirements for HLTAID008 Manage first aid services and resources

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks at least once in line with State/Territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- conducted a workplace risk assessment
- developed a first aid response plan including strategies for management of incidents
- used a first aid checklist to service a workplace first aid kit for supplies' replacement and equipment maintenance
- maintained first aid equipment and resources according to manufacturer's instructions
- used and maintained documentation required by the workplace and regulatory authorities.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- state/territory regulations, first aid codes of practice and workplace procedures including:
 - workplace requirements for first aid provision in line with the relevant state/territory Work Health and Safety requirements
 - duty of care in relation to first aid provision
 - safe work practices to deal with risks and potential hazards including manual handling, hazardous substances, dangerous goods and chemicals
 - infection control principles and procedures, including use of standard precautions based on incident
 - requirements for currency of skill and knowledge
- legal, workplace or community issues relating to the provision of CPR including:

- awareness of potential need for stress-management techniques and available support following an emergency situation
- consent
- capabilities of emergency management services
- privacy and confidentiality requirements
- importance of debriefing.

Assessment Conditions

Skills must be demonstrated:

- in a workplace environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- first aid equipment such as:
- first aid kit and contents checklist
- an incident report form
- relevant state/territory Work Health and Safety First Aid Code of Practice.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment, including workplace resources required by the relevant state/territory Work Health and Safety Regulatory Authority.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAID009 Provide cardiopulmonary resuscitation

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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.
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTAID009 Provide cardiopulmonary resuscitation	HLTAID001 Provide cardiopulmonary resuscitation		Not equivalent

Assessment Requirements for HLTAID009 Provide cardiopulmonary resuscitation

Modification History

N/A

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
 - 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).

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAID010 Provide basic emergency life support

Modification History

N/A

Application

This unit describes the skills and knowledge required to recognise and respond to life-threatening emergencies in line with first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.

This unit applies to all persons 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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 with the 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.
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.
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID010 Provide basic emergency life support	HLTAID002 Provide basic emergency life support		Not equivalent

Assessment Requirements for HLTAID010 Provide basic emergency life support

Modification History

N/A

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
 - shock

- 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)
 - providing appropriate first aid treatment
 - conveying incident details to emergency services or advising casualty on any required post incident action
 - providing an accurate verbal 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
 - 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 and life-threatening bleeding
 - cardiac conditions, including chest pain
 - choking
 - shock
 - 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
- workplace first aid kit
- adrenaline auto-injector training device
- AED training devices
- placebo bronchodilator and spacer device
- different types of wound dressings and bandages
- blankets and items to treat for shock

- personal protective equipment (PPE).

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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAID011 Provide First Aid

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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.
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID011 Provide First Aid	HLTAID003 Provide first aid		Not equivalent

Assessment Requirements for HLTAID011 Provide First Aid

Modification History

N/A

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
- 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
 - 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAID012 Provide First Aid in an education and care setting

Modification History

N/A

Application

This unit describes the skills and knowledge required to provide a first aid response to infants, children and adults in line with first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.

This unit applies to a range of workers within an education and care setting who are required to respond to a first aid emergency, including asthma and anaphylactic emergencies. This includes early childhood workers and educators who work with school age children in outside school hours care and vacation programs.

This unit of competency may contribute towards approved first aid, asthma and anaphylaxis training under the Education and Care Services National Law, and the Education and Care Services National Regulations (2011).

Specific licensing/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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

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 with the 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 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.
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. Report details of incidents involving infants and children to parents or caregivers. 3.5. Follow appropriate workplace or site procedures to report serious incidents to the regulatory authority. 3.6. Maintain privacy and confidentiality of records and 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.

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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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID012 Provide First Aid in an education and care setting	HLTAID004 Provide an emergency first aid response in an education and care setting		Not equivalent

Assessment Requirements for HLTAID012 Provide First Aid in an education and care setting

Modification History

N/A

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/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 child, including:
 - performing at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on a child resuscitation manikin placed on the floor
- 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
- responded to at least one simulated first aid incident contextualised to the candidate's workplace or site, 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 to infants, children and adults
 - 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:

- first aid requirements for services under the Education and Care Services National Law
- State or Territory regulations covering first aid in an Education and Care setting
- duty of care requirements
- own skills and limitations
- consent, including situations in which parental or caregiver consent is required
- privacy and confidentiality requirements
- awareness of potential need for stress management techniques and available support for rescuers and children
- considerations when providing CPR, including:
 - upper airway and effect of positional change
 - appropriate duration and cessation of CPR
 - appropriate use of an AED, including specific considerations when using an AED on children
 - 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 in children:
 - allergic reaction
 - anaphylaxis
 - asthma
 - non-life-threatening and life-threatening bleeding
 - breathing difficulties
 - burns
 - choking
 - diabetes
 - dehydration
 - drowning

- envenomation - all current treatments
- eye injuries
- febrile convulsions
- fever
- fractures, dislocations, sprains and strains
- head, neck and spinal injuries
- hypothermia
- hyperthermia
- minor wounds
- pain
- shock
- nose-bleed
- poisoning
- seizures
- vomiting and diarrhoea
- identification and management of a sick infant or child including:
 - general signs and symptoms of acute illness in children and infants
 - referral and advice services including recognition of signs or symptoms requiring immediate ambulance response
 - emergency action plans for known medical conditions including Asthma and Anaphylaxis
 - age appropriate communication and distraction techniques
 - first aider response to basic physiological differences in children.

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:

- emergency action plans
- adult, child and infant resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device

- AED training devices
- workplace first aid kit
- placebo bronchodilator and a spacer device
- different types of wound dressings and bandages
- blankets and items to treat for shock
- personal protective equipment (PPE)
- workplace injury, trauma and/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/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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAID013 Provide First Aid in remote or isolated site

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID013 Provide First Aid in remote or isolated site	HLTAID005 Provide first aid in remote situations		Not equivalent

Assessment Requirements for HLTAID013 Provide First Aid in remote or isolated site

Modification History

N/A

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
- 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
 - 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
- 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:

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAID014 Provide Advanced First Aid

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Respond to an emergency situation.	1.1. Recognise and assess an emergency situation. 1.2. Ensure safety for self, bystanders and casualty.

	1.3. Assess the casualty and recognise the need for first aid response. 1.4. Deploy resources to appropriate locations as required in line with appropriate workplace or site procedures. 1.5. Seek assistance from emergency services.
2. Apply appropriate first aid procedures.	2.1. Perform single-rescuer or two-rescuer cardiopulmonary resuscitation (CPR) in accordance with the ARC guidelines and availability of rescuers. 2.2. Provide first aid in accordance with established first aid principles. 2.3. Display respectful behaviour towards casualty. 2.4. Obtain consent from casualty where possible. 2.5. Use available resources and equipment to make the casualty as comfortable as possible. 2.6. Operate first aid and ancillary equipment according to manufacturers' instructions. 2.7. Monitor the casualty's condition and respond in accordance with first aid principles.
3. Coordinate first aid activities until arrival of medical assistance.	3.1. Identify available resources required and establish communication links with appropriate personnel, emergency services or medical assistance as appropriate. 3.2. Deploy required resources to appropriate locations in an efficient and effective manner to ensure timely treatment of casualties. 3.3. Monitor the condition of casualties in accordance with first aid principles and workplace or site procedures. 3.4. Coordinate evacuation of casualties according to relevant evacuation procedures.
4. Communicate details of the incident.	4.1. Accurately convey incident details to emergency services. 4.2. Report details of incident in line with appropriate workplace or site procedures.

	• 4.3. Complete applicable workplace or site documentation, including incident report form. • 4.4. Maintain privacy and confidentiality of information in line with statutory or organisational policies.
• 5. Review the incident.	• 5.1. Recognise the possible psychological impacts on self and other rescuers and seek help when required. • 5.2. Arrange support services for personnel involved in the incident in accordance with relevant procedures. • 5.3. Contribute to a review of the first aid response as required.

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID014 Provide Advanced First Aid	HLTAID006 Provide advanced first aid		Not equivalent

Assessment Requirements for HLTAID014 Provide Advanced First Aid

Modification History

N/A

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the workplace or community setting.

There must be evidence that the candidate has completed the following tasks in line with State/Territory regulations, first aid codes of practice, first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies and workplace or site procedures:

- managed, in line with ARC guidelines, the unconscious, breathing casualty including appropriate positioning to reduce the risk of airway compromise
- managed in line with ARC guidelines, the unconscious, non-breathing adult including:
 - performing at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
 - performing at least 2 minutes of ventilation and at least 2 minutes of compression during a two-rescuer procedure on an adult resuscitation manikin placed on the floor
 - following the prompts of an automated external defibrillator (AED) to deliver at least one shock
 - responding appropriately in the event of regurgitation or vomiting
 - demonstrating a rotation of operators with minimal interruptions to compressions
- managed, in line with ARC guidelines, the unconscious, non-breathing infant, including:
 - performing at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
- managed casualties, with the following:
 - anaphylaxis
 - asthma
 - non-life-threatening bleeding
 - choking
 - envenomation, using pressure immobilisation

- fractures, dislocations, sprains and strains, using appropriate immobilisation techniques
 - minor wound cleaning and dressing
 - nosebleed
 - shock
 - life threatening bleeding requiring use of tourniquets and haemostatic dressings
- responded to at least two simulated first aid incidents, one medical and one trauma contextualised to the candidate's workplace or community setting, where the candidate has no knowledge of the casualty's condition prior to starting treatment, including:
 - identifying the casualty's illness or injury through history, signs and symptoms
 - using personal protective equipment (PPE) as required
 - conducting a secondary survey assessment
 - assessing vital signs respirations, pulse, temperature
 - level of consciousness
 - providing appropriate first aid treatment
 - conveying incident details to emergency services or advising casualty on any required post-incident action
 - providing an accurate verbal and written report of the incident
 - reviewing the incident
- coordinated a team of people to respond to a multiple casualty incident, including:
 - conducting a basic triage
 - demonstrating effective use of resources
 - demonstrating effective planning techniques
 - moving casualties using suitable extraction method and device and safe manual handling techniques.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- guidelines and procedures including:
 - ARC guidelines relevant to the provision of first aid
 - first aid guidelines from Australian national peak clinical bodies
 - potential incident hazards and risk minimisation processes when providing first aid

- infection control procedures, including use of standard precautions and resuscitation barrier devices
 - requirements for currency of skill and knowledge
 - first aid codes of practice
 - appropriate workplace or site procedures relevant to the provision of first aid
 - contents of first aid kits
- legal, workplace and community considerations including:
 - duty of care requirements
 - own skills and limitations
 - consent and how it relates to the conscious and unconscious casualty
 - privacy and confidentiality requirements
 - awareness of potential need for stress management techniques and available support for rescuers
- in relation to the administration of medication
 - legal requirements
 - the five rights
 - the responsibilities of the first aider
- considerations when providing CPR, including:
 - upper airway and effect of positional change
 - appropriate duration and cessation of CPR
 - appropriate use of an AED
 - safety and maintenance procedures for an AED
 - chain of survival
 - how to access emergency services
- techniques for providing CPR to adults, children and infants including:
 - how to recognise that a casualty is unconscious and not breathing normally
 - rate, ratio and depth of compressions and ventilations
 - correct hand positioning for compressions
 - basic anatomy, physiology and the differences between adults, children and infants relating to CPR
- considerations when providing first aid, including:
 - assessment, interpretation and documentation of vital signs, including normal clinical values for respirations, temperature, pulse and level of consciousness
 - how to conduct a secondary assessment of a casualty
 - basic triage processes

- procedures for dealing with casualties who are aged or infirm
- procedures for first aid management when dealing with major and minor accidents in the workplace or site
- procedures when providing first aid to children
- use of ancillary first aid equipment
- co-ordination of resources
- contents of first aid kits
- signs, symptoms and management of the following conditions or injuries:
 - abdominal injuries
 - allergic reaction
 - anaphylaxis
 - asthma
 - non-life-threatening bleeding
 - life-threatening bleeding including use of tourniquets and haemostatic dressings
 - burns
 - cardiac conditions, including chest pain
 - childbirth
 - choking
 - crush injuries
 - diabetes
 - drowning
 - ear injuries and bleeding from the ear
 - envenomation - all current treatments
 - eye injuries
 - fractures, dislocations, strains and sprains
 - head, neck and spinal injuries
 - hypothermia
 - hyperthermia
 - minor wounds
 - nose-bleed
 - poisoning
 - seizures
 - shock

- sharps injuries
 - stroke
- substance misuse, including prescription and illicit drugs and alcohol
- psychological impacts of first aid incidents on rescuers and how to seek help.

Assessment Conditions

Each candidate to demonstrate skills in an environment that provides realistic in-depth, scenarios and simulations to assess candidates' skills and knowledge.

Due to the nature of this type of training, it is acceptable for the performance evidence to be collected in a simulated environment.

Compression and ventilation skills must be demonstrated on resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures.

Assessment must ensure access to:

- adult and infant resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training devices
- haemostatic dressings
- haemostatic wound packing trainer
- placebo bronchodilator and spacer device
- thermometers
- tourniquet trainer
- tourniquets
- different types of wound dressings and bandages
- blankets and items to treat for shock
- personal protective equipment (PPE)
- workplace injury, trauma or illness record, or other applicable workplace or site incident report form, which includes space for recording vital signs of casualties
- workplace first aid kits
- immobilisation and extrication devices.

Simulated assessment environments must simulate real-life situations where these skills and knowledge would be performed, with all the relevant equipment and resources of that workplace or community environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and must hold this unit or demonstrate equivalent skills and knowledge to that contained within this unit.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAID015 Provide advanced resuscitation and oxygen therapy

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

HLTAID011 Provide First Aid

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Respond to an emergency situation.	1.1. Recognise and assess an emergency situation. 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. 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID015 Provide advanced resuscitation and oxygen therapy	HLTAID007 Provide advanced resuscitation		Not equivalent

Assessment Requirements for HLTAID015 Provide advanced resuscitation and oxygen therapy

Modification History

N/A

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the workplace or community setting.

There must be evidence that the candidate has completed the following tasks in line with State/Territory regulations, first aid codes of practice, first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies and workplace or site procedures:

- managed, in line with ARC guidelines, the unconscious, breathing casualty including appropriate positioning to reduce the risk of airway compromise
- managed, in line with ARC guidelines, the unconscious, non-breathing adult including:
 - performing at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
 - performing at least 2 minutes of bag-valve-mask (with oxygen) ventilation and at least 2 minutes of compression during a two-rescuer procedure on an adult resuscitation manikin placed on the floor
 - selecting and inserting an appropriate basic airway adjunct
 - responding appropriately using positioning and suctioning in the event of regurgitation or vomiting
 - demonstrating a rotation of operators with minimal interruptions to compressions
 - following the prompts of an Automated External Defibrillator (AED) to deliver at least one shock
 - managing oxygen equipment appropriately
 - handing over to emergency services
- managed, in line with ARC guidelines, the unconscious, non-breathing infant, including:
 - performing at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
- managed a casualty with life-threatening bleeding requiring use of tourniquets and haemostatic dressings

- used personal protective equipment (PPE) as required
- managed a conscious casualty who requires supplemental oxygen, including:
 - assessing vital signs respirations, pulse, oxygen saturation
 - level of consciousness
 - selecting and preparing correct oxygen equipment
 - checking area for ventilation and sources of ignition
 - administering oxygen safely at correct flow rate
 - managing an equipment malfunction
 - providing an accurate verbal and written report of the incident
 - reviewing the incident
- monitored and coordinated maintenance of resuscitation equipment and oxygen therapy equipment, including:
 - dismantling
 - storage
 - disposal
 - cleaning and decontamination
 - checking and diagnosis of faults.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- guidelines and procedures including:
 - ARC guidelines relevant to life threatening bleeding, managing the unconscious breathing and non-breathing casualty and provision of CPR and oxygen therapy
 - potential incident hazards and risk minimisation processes when providing first aid, including Oxygen Therapy and Advanced Resuscitation Techniques
 - infection control procedures, including use of standard precautions and resuscitation barrier devices
 - safe work practices to deal with oxygen cylinders and associated equipment
 - first aid codes of practice
 - appropriate workplace or site procedures relevant to the provision of first aid
 - contents of first aid kits
 - requirements for currency of skill and knowledge
- legal, workplace and community considerations, including:

- duty of care requirements
 - own skills and limitations
 - consent and how it relates to the conscious and unconscious casualty
 - privacy and confidentiality requirements
 - awareness of potential need for stress management techniques and available support for rescuers
- in relation to the administration of oxygen:
 - legal requirements
 - the five rights
 - the responsibilities of the first aider
- considerations when providing resuscitation, including:
 - upper airway and effect of positional change
 - appropriate duration and cessation of CPR
 - appropriate use of an AED
 - safety and maintenance procedures for an AED
 - chain of survival
 - how to access emergency services
 - use of suction devices
 - benefits, contraindications and complications with the use of a basic airway adjunct
- techniques for providing CPR to adults, children and infants including:
 - how to recognise that a casualty is unconscious and not breathing normally
 - rate, ratio and depth of compressions and ventilations
 - correct hand positioning for compressions
 - basic anatomy, physiology and the differences between adults, children and infants relating to CPR
- assessment and interpretation of vital signs including normal clinical values for respirations, pulse, oxygen saturation
- level of consciousness
- how to use a suction device
- signs, symptoms and management of life-threatening bleeding including use of tourniquets and haemostatic dressings
- considerations when providing oxygen to a casualty, including:
 - circumstances and conditions where oxygen is beneficial
 - circumstances and conditions where oxygen should not be used

- contraindications and complications associated with providing oxygen and suction while delivering advanced resuscitation techniques
 - benefits, contraindications and complications of suction during advanced resuscitation
 - complications with the use of a bag-valve-mask device and suitable strategies to minimise these
 - selection and operation of oxygen masks and other appropriate oxygen therapy devices
- methods for cleaning, replenishing, recharging and maintaining resuscitation and oxygen equipment including:
 - actions to rectify problems
 - procedures to ensure operational readiness as per manufacturers' guidelines and site procedures
 - storage, cleaning, decontamination and safe disposal of consumables
 - troubleshooting to identify minor and major faults
- psychological impacts of first aid incidents on rescuers and how to seek help.

Assessment Conditions

Each candidate to demonstrate skills in an environment that provides realistic in-depth, scenarios and simulations to assess candidates' skills and knowledge.

Due to the nature of this type of training, it is acceptable for the performance evidence to be collected in a simulated environment. Evidence of the learner's currency as required by the first aid codes of practice must be confirmed prior to assessment.

Compression and ventilation skills must be demonstrated on resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures.

Assessment must ensure access to:

- adult and infant resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures
- anatomical model for use with a basic airway adjunct
- AED training devices
- bag-valve-mask
- basic airway adjunct
- oxygen resuscitation system with oxygen cylinder and regulator
- pulse oximeter
- selection of oxygen masks and tubes
- suction devices
- personal protective equipment (PPE)

- haemostatic dressings
- haemostatic wound packing trainer
- tourniquet trainer
- tourniquets
- workplace incident, injury, trauma or illness record or other appropriate workplace or site incident report form, which includes space for recording vital signs of casualties.

Simulated assessment environments must simulate real-life situations where these skills and knowledge would be performed, with all the relevant equipment and resources of that workplace or community environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and must hold this unit or demonstrate equivalent skills and knowledge to that contained within this unit.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAID016 Manage first aid services and resources

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine workplace first aid requirements.	1.1. Identify workplace hazards and assess associated risks as a basis for determining first aid resource requirements. 1.2. Identify first aid equipment, resources and personnel required to address workplace requirements.

	• 1.3. Develop first aid action plans in consultation with relevant parties. • 1.4. Provide information to minimise risk and enable access to first aid facilities.
• 2. Establish and maintain workplace first aid facilities.	• 2.1. Monitor and maintain availability of first aid equipment and personnel to support workplace first aid response. • 2.2. Conduct inspections of first aid stock and equipment to ensure currency and operational readiness in line with workplace requirements. • 2.3. Ensure equipment is recovered and reprocessed and that waste is disposed of safely according to legislative and workplace procedures. • 2.4. Ensure equipment and resources are stored and maintained in line with relevant legislation and manufacturers' or suppliers' instructions. • 2.5. Deploy appropriate equipment and personnel to ensure timely and effective first aid response in line with workplace requirements.
• 3. Maintain workplace first aid records.	• 3.1. Ensure documentation is completed in line with legislation and workplace procedures. • 3.2. Maintain first aid records in line with legislative requirements and workplace security practices. • 3.3. Send relevant documents to appropriate bodies in line with workplace and legislative requirements. • 3.4. Maintain privacy and confidentiality of records and information in line with privacy legislation and organisational policies.
• 4. Review the provision of first aid in the workplace.	• 4.1. Participate in incident debriefing or evaluation to improve future operations and address individual needs. • 4.2. Evaluate management of workplace first aid incidents in relation to required equipment, personnel, current organisational procedures and individual first aid action plans. • 4.3. Contribute to the review of workplace policies and procedures in accordance with risk assessment and evaluation of first aid provision.

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAID016 Manage first aid services and resources	HLTAID008 Manage first aid services and resources		Equivalent

Assessment Requirements for HLTAID016 Manage first aid services and resources

Modification History

N/A

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with State or Territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- conducted a workplace risk assessment and evaluation of first aid provisions
- developed a first aid action plan including strategies for management of incidents and individuals needs in accordance with workplace policies and procedures
- used a first aid checklist to service a workplace first aid kit for supplies' replacement and equipment maintenance
- maintained first aid equipment and resources according to manufacturers' instructions
- used and maintained documentation required by the workplace and regulatory authorities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state/territory regulations, first aid codes of practice and workplace procedures including:
 - workplace requirements for first aid provision in line with the relevant state/territory Work Health and Safety requirements
 - duty of care in relation to first aid provision
 - safe work practices to deal with risks and potential hazards including manual handling, hazardous substances, dangerous goods and chemicals
 - infection control principles and procedures, including use of standard precautions based on incident
 - requirements for currency of skill and knowledge
- legal, workplace or community issues relating to the provision of first aid including:
 - awareness of potential need for stress-management techniques and available support following an emergency situation

- consent
- capabilities of emergency management services
- privacy and confidentiality requirements
- importance of debriefing.

Assessment Conditions

Skills must be demonstrated in an environment that provides realistic in-depth, scenarios and simulations to assess candidates' skills and knowledge.

Assessment must ensure access to:

- first aid kit and contents checklist
- workplace injury, trauma and/or illness record, or other applicable workplace or site incident report form
- relevant State or Territory Work Health and Safety First Aid Code of Practice.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment, including workplace resources required by the relevant state/territory Work Health and Safety Regulatory Authority.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAIN001 Assist with nursing care in an acute care environment

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAIN001 Assist with nursing care in an acute care environment	HLTAIN301C Assist nursing team in an acute care environment	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.	Not equivalent

Assessment Requirements for HLTAIN001 Assist with nursing care in an acute care environment

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
 - 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).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAIN002 Provide non-client contact support in an acute care environment

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAIN002 Provide non-client contact support in an acute care environment	HLTAIN302C Provide support in an acute care environment	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.	Not equivalent

Assessment Requirements for HLTAIN002 Provide non-client contact support in an acute care environment

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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)
- 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).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAMB014 Transport non-emergency patients under operational conditions

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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 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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAMB014 Transport non-emergency patients under operational conditions	HLTAMBT301B Transport non-emergency clients under operational conditions	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.	Not equivalent

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOUT007 Transport non-emergency patients under operational conditions	HLTAMB014 Transport non-emergency patients under operational conditions	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry practices and terminology.	Not equivalent

Assessment Requirements for HLTAMB014 Transport non-emergency patients under operational conditions

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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.

Assessment Conditions

Skills must be demonstrated in an operational vehicle used for the transport of non-emergency patients. This may be in the workplace or in a simulated environment on 3 separate occasions. Driving skills must have been demonstrated at least once using simulation prior to any demonstration in the workplace.

Assessment must ensure the use of:

- • suitable facilities, resources and equipment as per local governing body including:
 - transport vehicle (emergency or non-emergency)
 - communication protocols, devices and equipment used in emergency vehicles
 - modelling of industry operating conditions including access to real people when using simulations and scenarios to demonstrate transporting non-emergency patients.

Non-emergency patient is defined as an individual that requires transport, but may not require active treatment by a clinician while en route to a receiving facility (i.e. hospital) - simulation.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTANA001 Prepare clients for anaesthesia

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTANA001 Prepare clients for anaesthesia	HLTAN402D Prepare and assist with the preparation of the client for anaesthesia	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTANA008 Prepare patients for anaesthesia	HLTANA001 Prepare clients for anaesthesia	Non-equivalent. Changes to Unit Code, Unit title, Elements, Performance Criteria, Performance Evidence and Knowledge Evidence.	Not equivalent

Assessment Requirements for HLTANA001 Prepare clients for anaesthesia

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
 - radiological investigations
 - prewarming
 - surgical site preparation
- how to attach routine monitoring and equipment, including:
 - electrocardiography (ECG)
 - non-invasive blood pressure cuff

- pulse oximetry
- gas analysers
- antithrombolytic 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTANA002 Monitor clients during anaesthesia

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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

	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTANA002 Monitor clients during anaesthesia	HLTAN403D Provide assistance during induction and maintenance of anaesthesia	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTANA002 Monitor clients during anaesthesia	HLTAN404D Provide assistance during emergence phase of anaesthesia	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTANA009 Monitor patients during anaesthesia	HLTANA002 Monitor clients during anaesthesia	Non-equivalent. Changes to Unit Code, Unit title, Elements, Performance Criteria, Performance	Not equivalent

		Evidence and Knowledge Evidence.	

Assessment Requirements for HLTANA002 Monitor clients during anaesthesia

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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))
 - 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),
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTANA003 Assist with airway management

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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 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 ventilation equipment	7.1 Select and prepare ventilation equipment and materials 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, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTANA003 Assist with airway management	HLTAN403D Provide assistance during induction and maintenance of anaesthesia	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTANA003 Assist with airway management	HLTAN404D Provide assistance during emergence phase of anaesthesia	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTANA010 Assist with airway management	HLTANA003 Assist with airway management	Non-equivalent. Changes to Unit Code, Elements, Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions.	Not equivalent

Assessment Requirements for HLTANA003 Assist with airway management

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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 ventilation
 - 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
- 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
- airway equipment, including function and operating guidelines, use, indications and limitations, and criteria for withdrawal for:
 - laryngoscopes blades
 - fiberoptic 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*

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 fiberoptic
 - video or fiberoptic 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTANA004 Respond to anaesthesia related emergencies

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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

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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTANA004 Respond to anaesthesia related emergencies	HLTAN405D Provide assistance during an emergency	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTANA011 Respond to anaesthesia related emergencies	HLTANA004 Respond to anaesthesia related emergencies	Non-equivalent. Changes to Unit Code, Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions.	Not equivalent

Assessment Requirements for HLTANA004 Respond to anaesthesia related emergencies

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
 - 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTANA005 Maintain quality and supply of anaesthetic equipment and consumables

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTANA005 Maintain quality and supply of anaesthetic equipment and consumables	HLTAN408C Provide basic care and maintenance of anaesthetic and monitoring equipment	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged	Not equivalent

		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.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTANA005 Maintain quality and supply of anaesthetic equipment and consumables	HLTAN506D Provide advanced care and maintenance of anaesthetic equipment	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTANA012 Maintain quality and supply of anaesthetic equipment and consumables	HLTANA005 Maintain quality and supply of anaesthetic equipment and consumables	Non-equivalent. Changes to Unit Code, Performance Criteria, Performance Evidence and Knowledge Evidence.	Not equivalent

Assessment Requirements for HLTANA005 Maintain quality and supply of anaesthetic equipment and consumables

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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:
 - fiberoptic, video and other intubation aids
 - consumables
 - breathing circuits and portable ventilators
 - invasive and non-invasive monitoring equipment
 - emergency equipment
 - thermoregulation equipment
 - infusion and rapid infusion equipment
 - tourniquets and exsanguinators
 - antithromboembolic
 - 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTANA006 Assist with clinical procedures used in anaesthesia

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTANA006 Assist with clinical procedures used in anaesthesia	HLTAN507D Provide assistance in anaesthetic related procedures	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTANA013 Assist with clinical procedures used in anaesthesia	HLTANA006 Assist with clinical procedures used in anaesthesia	Non-equivalent. Changes to Unit Code, Performance Criteria, Performance Evidence and Knowledge Evidence.	Not equivalent

Assessment Requirements for HLTANA006 Assist with clinical procedures used in anaesthesia

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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)
- 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
- 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTANA007 Monitor medications in the anaesthetic environment

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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

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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTANA007 Monitor medications in the anaesthetic environment	HLTAN509B Monitor medications in the anaesthetic environment	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTANA014 Monitor medications in the anaesthetic environment	HLTANA007 Monitor medications in the anaesthetic environment	Non-equivalent. Changes to Unit Code, Performance Criteria, Performance Evidence, Knowledge Evidence and	Not equivalent

		Assessment Conditions.	

Assessment Requirements for HLTANA007 Monitor medications in the anaesthetic environment

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined 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
- 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTARO001 Develop aromatherapy practice

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTARO001 Develop aromatherapy practice	HLTARO401C Work within an aromatherapy framework	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.	Not equivalent

Assessment Requirements for HLTARO001 Develop aromatherapy practice

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTARO002 Source and prepare aromatherapy products

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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
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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTARO002 Source and prepare aromatherapy products	HLTARO404B Develop aromatherapy products	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.	Not equivalent

Assessment Requirements for HLTARO002 Source and prepare aromatherapy products

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined 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, hydrophobic, 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:
 - 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
- 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTARO003 Perform aromatherapy health assessments

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTARO003 Perform aromatherapy health assessments	HLTARO402B Plan aromatherapy treatment	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTARO003 Perform aromatherapy health assessments	HLTARO405B Apply aromatherapy assessment framework	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	Not equivalent

		performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTARO003 Perform aromatherapy health assessments	HLTARO406B Perform aromatherapy health assessment	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.	Not equivalent

Assessment Requirements for HLTARO003 Perform aromatherapy health assessments

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:

- 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
- 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
- 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTARO004 Provide therapeutic aromatherapy treatments

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTARO004 Provide therapeutic aromatherapy treatments	HLTARO403B Provide aromatherapy treatment	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.	Not equivalent

Assessment Requirements for HLTARO004 Provide therapeutic aromatherapy treatments

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:
 - 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
 - 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTARO005 Provide aromatherapy massage treatments

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTARO005 Provide aromatherapy massage treatments	HLTARO408B Provide aromatherapy massage treatment	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.	Not equivalent

Assessment Requirements for HLTARO005 Provide aromatherapy massage treatments

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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 it 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

- 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTARO006 Adapt aromatherapy treatments to specific needs

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTARO006 Adapt aromatherapy treatments to specific needs	HLTARO509B Plan a specialised aromatherapy treatment	This version was released in HLT Health 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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTARO006 Adapt aromatherapy treatments to specific needs	HLTARO511C Provide specific aromatherapy assessment and care	This version was released in HLT Health 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.	Not equivalent

Assessment Requirements for HLTARO006 Adapt aromatherapy treatments to specific needs

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:
- 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
 - 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTARO007 Monitor and evaluate aromatherapy treatments

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTARO007 Monitor and evaluate aromatherapy treatments	HLTARO510B Monitor and evaluate aromatherapy treatments	This version was released in HLT Health Training Package release 2.0 and meets the	Not equivalent

		requirements of 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.	

Assessment Requirements for HLTARO007 Monitor and evaluate aromatherapy treatments

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
- fulfil the continuing professional development requirements of the professional body to which they belong

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTARO008 Prepare and dispense aromatic formulations

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTARO008 Prepare and dispense aromatic formulations	HLTARO606C Prepare and dispense aromatic medicine	This version was released in HLT Health 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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTARO008 Prepare and dispense aromatic formulations	HLTARO607C Operate an aromatic medicine dispensary	This version was released in HLT Health 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.	Not equivalent

Assessment Requirements for HLTARO008 Prepare and dispense aromatic formulations

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:

- 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.

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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTARO009 Select and advise on aromatic therapies

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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
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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTARO009 Select and advise on aromatic therapies	HLTARO604B Plan the aromatic medicine treatment strategy	This version was released in HLT Health 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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTARO009 Select and advise on aromatic therapies	HLTARO605B Provide specialised aromatic medicine treatment	This version was released in HLT Health 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	Not equivalent

		requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Additional assessor requirements.	

Assessment Requirements for HLTARO009 Select and advise on aromatic therapies

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
- 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAUD001 Assess hearing

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAUD001 Assess hearing	HLTAU403D Conduct hearing assessments	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAUD007 Conduct basic audiometric testing	HLTAUD001 Assess hearing		Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAUD008 Conduct audiometric testing	HLTAUD001 Assess hearing		Not equivalent

Assessment Requirements for HLTAUD001 Assess hearing

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:

- 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAUD002 Conduct play audiometry

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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) 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTAUD002 Conduct play audiometry	HLTAU501D Conduct screening hearing tests for children	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAUD009 Conduct audiometric screening for young school age children	HLTAUD002 Conduct play audiometry		Equivalent

Assessment Requirements for HLTAUD002 Conduct play audiometry

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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/carers
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAUD003 Assess and respond to occupational noise risk

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAUD003 Assess and respond to occupational noise risk	HLTAU402D Conduct screening hearing tests for industrial hearing loss	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.	Not equivalent

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAUD010 Assess and respond to occupational noise risk	HLTAUD003 Assess and respond to occupational noise risk		Not equivalent

Assessment Requirements for HLTAUD003 Assess and respond to occupational noise risk

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAUD004 Develop and implement individual hearing rehabilitation programs

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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

	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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAUD004 Develop and implement individual hearing rehabilitation programs	HLTAU506B Develop and implement an individual hearing program	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAUD011 Develop and implement individual hearing	HLTAUD004 Develop and implement individual hearing		Not equivalent

rehabilitation programs	rehabilitation programs		

Assessment Requirements for HLTAUD004 Develop and implement individual hearing rehabilitation programs

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAUD005 Dispense hearing devices

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAUD005 Dispense hearing devices	HLTAU505C Dispense and maintain hearing devices for adults and provide communication counselling	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTAUD005 Dispense hearing devices	HLTAU507B Apply hearing device technology	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAUD012 Prescribe, select and fit hearing devices	HLTAUD005 Dispense hearing devices		Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAUD013 Assist client with management of hearing devices	HLTAUD005 Dispense hearing devices		Not equivalent

Assessment Requirements for HLTAUD005 Dispense hearing devices

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:

- 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAUD006 Remove cerumen

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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
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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAUD014 Manage and remove cerumen	HLTAUD006 Remove cerumen		Not equivalent

Assessment Requirements for HLTAUD006 Remove cerumen

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAYV001 Develop Ayurvedic practice

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Establish foundations of Ayurvedic practice	1.1 Identify, access and interpret information about the central philosophies, principles and practices of Ayurveda 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAYV001 Develop Ayurvedic practice	HLTAYV414D Work within an ayurvedic framework for lifestyle consultants	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.	Not equivalent

Assessment Requirements for HLTAYV001 Develop Ayurvedic practice

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:

- 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)
- 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

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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAYV002 Make Ayurvedic lifestyle assessments

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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
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.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAYV002 Make Ayurvedic lifestyle assessments		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for HLTAYV002 Make Ayurvedic lifestyle assessments

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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 pariksha (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
 - 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, vikriti
 - 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:
 - 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=cad1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAYV003 Provide Ayurvedic bodywork therapies

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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
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.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAYV003 Provide Ayurvedic bodywork therapies	HLTAYV406C Provide ayurvedic relaxation massage treatment	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.	Not equivalent

Assessment Requirements for HLTAYV003 Provide Ayurvedic bodywork therapies

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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 Ayurvedic practice, including:
 - abhyanga
 - 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:

- 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 Ayurvedic abhyanga
 - definitions
 - 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:
 - Ayurvedic 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

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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAYV004 Provide Ayurvedic lifestyle advice

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTAYV004 Provide Ayurvedic lifestyle advice	HLTAYV412C Provide ayurvedic lifestyle consultation	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.	Not equivalent

Assessment Requirements for HLTAYV004 Provide Ayurvedic lifestyle advice

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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:

- 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAYV005 Provide advice on Ayurvedic nutrition

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAYV005 Provide advice on Ayurvedic nutrition	HLTAYV404D Provide ayurvedic advice on nutrition	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.	Not equivalent

Assessment Requirements for HLTAYV005 Provide advice on Ayurvedic nutrition

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
 - 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
- 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
- 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAYV006 Take cases within Ayurvedic framework

Modification History

N/A

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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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

	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.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAYV006 Take cases within Ayurvedic framework	HLTAYV615C Apply ayurvedic diagnostic framework	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.	Not equivalent

Assessment Requirements for HLTAYV006 Take cases within Ayurvedic framework

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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), ashtavidha 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

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined 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
 - vrikuti
 - 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
 - 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
 - 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAYV007 Diagnose conditions within an Ayurvedic framework

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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

	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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAYV007 Diagnose conditions within an Ayurvedic framework	HLTAYV609C Perform ayurvedic health assessment	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.	Not equivalent

Assessment Requirements for HLTAYV007 Diagnose conditions within an Ayurvedic framework

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:

- 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 mahabhutas (the five prime elements)
 - 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:
 - 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAYV008 Provide Ayurvedic remedial therapies

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAYV008 Provide Ayurvedic remedial therapies	HLTAYV611C Provide ayurvedic remedial massage treatment	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.	Not equivalent

Assessment Requirements for HLTAYV008 Provide Ayurvedic remedial therapies

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
 - 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

- 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAYV009 Provide therapeutic Ayurvedic nutritional advice

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Establish dietary and nutritional plans	1.1 Identify potential dietary modifications or nutritional supplements based on identified vrikriti and virudha ahara (lifestyle) from within the Ayurvedic framework 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAYV009 Provide therapeutic Ayurvedic nutritional advice	HLTAYV601C Plan ayurvedic herbal medicine treatment strategy - dravyaguna	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAYV009 Provide therapeutic Ayurvedic nutritional advice	HLTAYV602C Plan ayurvedic treatment strategy	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAYV009 Provide therapeutic Ayurvedic nutritional advice	HLTAYV605D Provide ayurvedic herbal medicine treatment	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.	Not equivalent

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAYV009 Provide therapeutic Ayurvedic nutritional advice	HLTAYV613D Provide ayurvedic treatment	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.	Not equivalent

Assessment Requirements for HLTAYV009 Provide therapeutic Ayurvedic nutritional advice

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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 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
 - 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
- 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

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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAYV010 Select and advise on Ayurvedic medicines - dravyaguna

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine treatment strategy	1.1 Determine the treatment strategy, prognosis and therapeutic expectations according to the diagnosis, client 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAYV010 Select and advise on Ayurvedic medicines - dravyaguna	HLTAYV601C Plan ayurvedic herbal medicine treatment strategy - dravyaguna	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. 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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAYV010 Select and advise on Ayurvedic medicines - dravyaguna	HLTAYV602C Plan ayurvedic treatment strategy	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. 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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAYV010 Select and advise on Ayurvedic medicines - dravyaguna	HLTAYV605D Provide ayurvedic herbal medicine treatment	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged	Not equivalent

medicines - dravyaguna		HLTAVY601C/HLTAYV602C/HLTAYV605D/HLTA YV613D. 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.	
Current Code and Title	Previous Code and Title	Comments	Equivalen ce
HLTAYV010 Select and advise on Ayurvedic medicines - dravyaguna	HLTAYV613D Provide ayurvedic treatment	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/HLTA YV613D. 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.	Not equivalent

Assessment Requirements for HLTAYV010 Select and advise on Ayurvedic medicines - dravyaguna

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
- 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
- lauh mandoor – a minimum of 2
- asava and arishta – a minimum of 10
- bhasmas - a minimum of 5
- arka - a minimum 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:

- 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAYV011 Prepare and dispense Ayurvedic medicines - dravyaguna

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAYV011 Prepare and dispense Ayurvedic medicines - dravyaguna	HLTAYV603D Prepare and dispense ayurvedic herbal medicine - dravyaguna	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.	Not equivalent

Assessment Requirements for HLTAYV011 Prepare and dispense Ayurvedic medicines - dravyaguna

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
 - 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
- 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTAYV012 Monitor and evaluate Ayurvedic treatments

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTAYV012 Monitor and evaluate Ayurvedic treatments		This unit has been created to address a skill or task required by industry that is not	Newly created

		covered by an existing unit of competency	

Assessment Requirements for HLTAYV012 Monitor and evaluate Ayurvedic treatments

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTCAR001 Perform electrocardiography (ECG)

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes of a unit of competency.</i>	<i>The Performance Criteria specify the level of performance required to demonstrate achievement of the Element.</i>
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
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTCAR001 Perform electrocardiography (ECG)	HLTCA401D Perform electrocardiography (ECG)	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	Not equivalent

		requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTCAR001 Perform electrocardiography (ECG)	HLTPAT407D Perform ECG	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTCAR004 Perform electrocardiography (ECG)	HLTCAR001 Perform electrocardiography (ECG)		Equivalent

Assessment Requirements for HLTCAR001 Perform electrocardiography (ECG)

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTCAR002 Perform holter monitoring

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 monitor	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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTCAR002 Perform holter monitoring	HLTCA402D Perform holter monitoring	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTCAR005 Perform holter monitoring	HLTCAR002 Perform holter monitoring		Equivalent

Assessment Requirements for HLTCAR002 Perform holter monitoring

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTCAR003 Assist with stress testing

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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

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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTCAR003 Assist with stress testing	HLTCA403D Perform stress testing	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	Not equivalent

		assessment, including volume and frequency requirements. Removed prerequisite.	

Assessment Requirements for HLTCAR003 Assist with stress testing

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTCCD001 Apply an understanding of the health care system to clinical coding practice

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to apply an understanding of the health care system to clinical coding job roles. It includes applying an understanding of the regulatory and legislative frameworks, health care funding mechanisms and the structure of the health care system to inform clinical coding practices.

This unit applies to clinical coders who are responsible for interpreting and extracting patient clinical information for the purposes of clinical coding. Work may be performed as an individual and as part of a team under limited supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Clinical Coding

Unit sector(s)

Health Administration

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Identify significant factors affecting clinical coding work.	1.1. Identify key stakeholders and their role in health care service delivery. 1.2. Identify external factors that impact the health care system and their influence on clinical coding outcomes.
2. Identify the legislative and regulatory frameworks.	2.1. Research the scope, structure and functions of public and private health care service providers and identify relevant statutory and government reporting requirements for coded clinical data. 2.2. Identify national and jurisdictional agreements, legislation and policies that relate to clinical coding practices. 2.3. Analyse the impact of identified legislative and regulatory frameworks and policies on coded clinical data.
3. Analyse impact of health care worker roles and patient journeys on clinical coding.	3.1. Identify the different roles and scope of practice of health care service professionals and how they interact to achieve patient outcomes. 3.2. Identify the responsibilities, communication channels and key organisational structures of health care service environments. 3.3. Identify how different health care service environments and various clinical disciplines influence the patient journey and patient management pathways. 3.4. Analyse impacts of distinct patient management pathways on clinical coding.
4. Investigate the relationship between funding and clinical coding.	4.1. Determine current classifications, sources and models of funding for health care service providers. 4.2. Identify the principles of funding models and their impact on clinical coding work.
5. Identify the usage of coded clinical data.	5.1. Identify national and local organisations that provide guidance, direction and influence clinical coders' work activities. 5.2. Determine how coded clinical data is used to facilitate clinical research, health service planning, improved patient outcomes and safety.

	5.3. Determine expected timeframe and accuracy rate for completion of coded clinical data according to statutory, government and organisational requirements.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTCCD001 Apply an understanding of the health care system to clinical coding practice		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for HLTCCD001 Apply an understanding of the health care system to clinical coding practice

Modification History

N/A

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:

- identify at least three different national or jurisdictional policies and how they impact on clinical coding work
- identify at least three models of health care service funding including:
 - principles and purpose
 - effect on clinical coding procedures
- for at least three different health care service providers identify:
 - structure and functions
 - the range of health professional roles and how they support patient outcomes
 - variations in patient management pathways
 - how the above factors impact on clinical coding work.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- national and jurisdictional legislation, agreements and policies relating to clinical coding
- scope, structure and functions of public and private hospital and other health care service providers
- roles of health care professionals:
 - types of roles
 - scope of practice of roles
 - responsibilities and reporting lines
 - clinical disciplines as listed on the Australian Health Practitioner Regulation Agency (AHPRA) website for registered practitioners
- funding models for health care service providers:
 - source

- purpose
 - structure
- concept of clinical coding and Diagnosis Related Groups (DRG)
- uses of coded data including health care services planning and monitoring, research, epidemiology, funding model development and quality improvement activities
- different pathways for management of patients:
 - non-admitted
 - emergency
 - admitted including same day admissions
 - sub-acute and non-acute
 - post discharge
- impact of incorrect coding of clinical data
- external factors influencing the health care system and their impact on clinical coding outcomes:
 - political
 - economic
 - social.

Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions.

Assessment must ensure access to:

- organisational policies and procedures
- National and State or Territory agreement and legislation relevant to clinical coding
- sources of information on factors that relate to and impact on the work of clinical coding

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTCCD002 Interpret and navigate health care records

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to accurately interpret information in health care records to support accurate clinical coding of an episode of care.

This unit applies to clinical coders who are responsible for extracting and interpreting patient clinical information for the purposes of clinical coding. Work may be performed as an individual or as part of a team under limited supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Unit code	Unit title
HLTCCD001	Apply an understanding of the health care system to clinical coding practice.

Competency field(s)

Clinical Coding

Unit sector(s)

Health Administration

Elements and Performance Criteria

Elements	Performance criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Locate patient information.	1.1. Select method for accessing patient information held in hard copy or electronic formats. 1.2. Locate patient health care records using Patient Administration System (PAS). 1.3. Access and manage patient health care records according to organisational policies and procedures for privacy and confidentiality.
2. Review content of patient health care records.	2.1. Identify categories of information recorded in patient health care records taking into account structure and layout. 2.2. Identify documentation flow in relation to the patient journey in a health care service provider setting. 2.3. Identify mandatory data elements for admitted patient health care records that must be reported to the Commonwealth and State or Territory jurisdictions.
3. Analyse relationship between patient health care records and clinical coding.	3.1. Analyse health care records to determine the reason for patient admission, surgery, interventions performed and conditions that arise during episode of care. 3.2. Clarify absent and incomplete information according to organisational policies and procedures. 3.3. Determine completeness of health care record information for clinical coding.
4. Maintain privacy and confidentiality of patient health care records.	4.1. Discuss patient-related matters within confines of the facility and with appropriate personnel. 4.2. Identify and meet legal and ethical responsibilities, including prompt disclosure of conflict of interest to supervisor when dealing with patient health care records. 4.3. Seek advice and clarification from supervisor where potential confidentiality

	issues arise in dealings with patient health care records.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTCCD002 Interpret and navigate health care records		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for HLTCCD002 Interpret and navigate health care records

Modification History

N/A

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:

- for three different patients, use a Patient Administration System (PAS) to analyse the health care record including:
 - recognising the key steps in the patient journey
 - identifying mandatory data elements for coding and reporting
 - clarifying issues that affect the clarity and accuracy of the information contained in the patient health care record
 - referring to privacy legislation and organisational policies and procedures for maintaining confidentiality of health care information.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- Patient Administration Systems (PAS) used to store patient demographic, administrative and clinical information.
- Patient Administration System (PAS) functions and operations
- organisational protocols:
 - storage, access and use of patient health care records and data
 - handling issues affecting clarity and accuracy of patient health care records
 - requirements for maintaining privacy and confidentiality of patient health care records
- relationship between patient health care records and accurate coding of health care information
- Commonwealth and State or Territory privacy legislation
- sources of key information in patient health care records.

Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions.

Assessment must ensure:

- real-life patient health care records, or de-identified real patient health care records, either electronic or hard copy, that reflect current clinical practice
- organisational policies and procedures
- modelling of industry operating conditions including:
 - integration of situations requiring problem solving

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTCCD003 Use medical terminology in health care

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to apply an understanding of medical terminology to interpret clinical documentation and communicate with health care professionals.

This unit applies to health care professionals who are responsible for interpreting patient clinical information for the purposes of providing health care services. Work may be performed as an individual or as part of a team under limited supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Clinical Coding

Unit sector(s)

Health Administration

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Identify medical terms used in clinical documentation.	1.1. Analyse and interpret medical terms by identifying and dividing into constituent parts. 1.2. Build medical terms using constituent parts. 1.3. Interpret clinical abbreviations and acronyms in clinical documentation.
2. Communicate using medical terminology.	2.1. Document medical terms accurately, including singular and plurals of medical terms. 2.2. Articulate medical terms correctly. 2.3. Use appropriate medical terminology in written and oral communication.
3. Identify health status of patients.	3.1. Interpret medical terminology to identify sources and types of information in patient health care records. 3.2. Analyse patient health care records applying an understanding of medical terminology to determine reason for episode of care. 3.3. Analyse patient health care record applying an understanding of medical terminology to determine surgery and intervention performed.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTCCD003 Use medical terminology in health care		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for HLTCCD003 Use medical terminology in health care

Modification History

N/A

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:

- use accurate medical terminology, clinical abbreviations and acronyms in at least one oral and one written communication relating to each of the following:
 - infectious and parasitic diseases
 - neoplasms
 - diseases of the blood and blood-forming organs and disorders involving the immune mechanism.
 - endocrine, nutritional and metabolic diseases
 - mental and behavioural disorders
 - diseases of the nervous system
 - diseases of the eye and adnexa
 - diseases of the ear and mastoid process
 - diseases of the circulatory system
 - diseases of the respiratory system
 - diseases of the digestive system
 - diseases of the skin and subcutaneous tissue
 - diseases of the musculoskeletal system and connective tissue
 - diseases of the genitourinary system
 - pregnancy, childbirth and the puerperium conditions originating in the perinatal period including congenital malformations, deformations and chromosomal abnormalities
 - symptoms, signs and abnormal clinical and laboratory findings
 - injury, poisoning and causes of morbidity and mortality.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- medical terminology for interpretation of clinical documentation and communication with clinical health care professionals.
- constituent parts of medical terms including prefixes, suffixes, roots, combining vowels and combining forms
- clinical abbreviations and symbols
- differences between clinical and diagnostic terminology
- roots, suffixes and prefixes used for:
 - infectious and parasitic diseases
 - neoplasms
 - diseases of the blood and blood-forming organs and certain disorders involving the immune mechanism
 - endocrine, nutritional and metabolic diseases
 - mental and behavioural disorders
 - diseases of the nervous system
 - diseases of the eye and adnexa
 - diseases of the ear and mastoid process
 - diseases of the circulatory system
 - diseases of the respiratory system
 - diseases of the digestive system
 - diseases of the skin and subcutaneous tissue
 - diseases of the musculoskeletal system and connective tissue
 - diseases of the genitourinary system
 - pregnancy, childbirth and the puerperium conditions originating in the perinatal period including congenital malformations, deformations and chromosomal abnormalities
 - symptoms, signs and abnormal clinical and laboratory findings.

Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions.

Assessment must ensure access to:

- real-life patient health care records or de-identified real patient health care records either electronic or hard copy, that reflect current clinical practice
- modelling of industry operating conditions, including:
 - integration of situations requiring problem solving
- organisational policies and procedures

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTCCD004 Interpret clinical documentation using knowledge of anatomy and physiology

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to establish an understanding of human anatomy and physiology, diseases and conditions and surgical procedures and interventions in order to interpret clinical documentation.

This unit applies to health care professionals who are responsible for interpreting and extracting patient clinical information for the purposes of providing health care services. Work may be performed as an individual or as part of a team under limited supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Clinical Coding

Unit sector(s)

Health Administration

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Identify the structure and function of the human body and the effect of diseases and conditions.	1.1. Identify the key anatomical structures of the human body system and their component parts. 1.2. Recognise normal body functions that maintain homeostasis. 1.3. Identify common diseases and conditions affecting the human body system and differentiate signs and symptoms from pathological conditions for each system. 1.4. Use knowledge of anatomy and physiology to determine disease progression.
2. Identify the appropriate investigation and treatment for diseases and conditions.	2.1. Identify methods used to diagnose diseases and conditions. 2.2. Identify common surgical procedures or interventions used to treat diseases and conditions. 2.3. Locate required drug information including dosage, administration routes and indication for use using the relevant drug reference material, in accordance with organisational policies and procedures.
3. Apply and maintain knowledge of anatomy and physiology.	3.1. Apply knowledge of anatomy and physiology to analyse episodes of care. 3.2. Identify and use opportunities to update and expand own knowledge of anatomy and physiology, the disease process and clinical interventions. 3.3. Use medical references to interpret clinical information.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTCCD004 Interpret clinical documentation using knowledge of anatomy and physiology		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for HLTCCD004 Interpret clinical documentation using knowledge of anatomy and physiology

Modification History

N/A

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:

- source and interpret clinical information on diseases and conditions affecting each of the body systems and specialities including:
 - infectious and parasitic diseases
 - neoplasms
 - diseases of the blood and blood-forming organs and common disorders involving the immune mechanism
 - endocrine, nutritional and metabolic diseases
 - mental and behavioural disorders
 - diseases of the nervous system
 - diseases of the eye and adnexa
 - diseases of the ear and mastoid process
 - diseases of the circulatory system
 - diseases of the respiratory system
 - diseases of the digestive system
 - diseases of the skin and subcutaneous tissue
 - diseases of the musculoskeletal system and connective tissue
 - diseases of the genitourinary system
 - pregnancy, childbirth and the puerperium conditions originating in the perinatal period including congenital malformations, deformations and chromosomal abnormalities
 - symptoms, signs and abnormal clinical and laboratory findings, not elsewhere classified
 - injury, poisoning and other causes of morbidity and mortality
- for each of the diseases or conditions above, interpret clinical information to:
 - identify the investigations or interventions used to diagnose the disease or condition

- identify medical and surgical interventions used to treat the disease or condition.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- common diseases and conditions affecting each of the following body systems and specialities including:
 - infectious and parasitic diseases
 - neoplasms
 - diseases of the blood and blood-forming organs and common disorders involving the immune mechanism
 - endocrine, nutritional and metabolic diseases
 - mental and behavioural disorders
 - diseases of the nervous system
 - diseases of the eye and adnexa
 - diseases of the ear and mastoid process
 - diseases of the circulatory system
 - diseases of the respiratory system
 - diseases of the digestive system
 - diseases of the skin and subcutaneous tissue
 - diseases of the musculoskeletal system and connective tissue
 - diseases of the genitourinary system
 - pregnancy, childbirth and the puerperium conditions originating in the perinatal period including congenital malformations, deformations and chromosomal abnormalities
 - symptoms, signs and abnormal clinical and laboratory findings, not elsewhere classified
 - injury, poisoning and other causes of morbidity and mortality
- common surgical procedures, interventions and pharmacotherapy used to treat diseases and conditions of the human body system
- concepts underpinning human anatomy and physiology to enable accurate interpretation of clinical information including:
 - levels of structural organisation of body systems
 - human life processes
 - homeostasis and the relationship between homeostatic imbalance and disease

- medical references and resources used for interpreting clinical information, including:
 - medical dictionary
 - drug handbook
 - organisational policies and procedures relevant to health care service.

Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions.

Assessment must ensure access to:

- suitable drug handbook
- reference materials, including an appropriate medical dictionary or other equivalent medical resource

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTCCD005 Abstract information for clinical coding

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to identify and abstract clinical information from a patient health care record for clinical coding.

This unit applies to clinical coders who are responsible for extracting and interpreting patient clinical information for the purposes of clinical coding. Work may be performed as an individual or as part of a team under limited supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Note: Units marked with an asterisk* include one or more prerequisite units of competency. Refer to unit of competency for prerequisite requirements.

Unit code	Unit title
HLTCCD002*	Interpret and navigate health care records
HLTCCD003	Use medical terminology in health care
HLTCCD004	Interpret clinical documentation using knowledge of anatomy and physiology

Competency field(s)

Clinical Coding

Unit sector(s)

Health Administration

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Evaluate clinical information from health care records.	1.1. Determine method of accessing patient information held in health care records and Patient Administration System (PAS). 1.2. Interpret patient health care records completed by health care professionals. 1.3. Establish validity of clinical information and patient demographic and administrative data sourced in relation to episode of care being coded. 1.4. Confirm documentation supports coding criteria in detail required to meet coding requirements. 1.5. Identify ambiguous, absent and incomplete documentation and data in health care records that could affect code assignment.
2. Abstract clinical data from health care records.	2.1. Identify principal diagnosis according to current coding standards for an episode of care from information identified in patient health care record. 2.2. Identify additional diagnoses from identified patient information according to current coding standards. 2.3. Identify condition onset flags for diagnosis codes. 2.4. Identify interventions from identified patient information according to current coding standards. 2.5. Identify data required for coding and reporting. 2.6. Use reference material to assist in clarifying information.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTCCD005 Abstract information for clinical coding		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for HLTCCD005 Abstract information for clinical coding

Modification History

N/A

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:

- access and interpret clinical information from patient health care records for at least five episodes of care for each of the following:
 - infectious and parasitic diseases
 - neoplasms
 - diseases of the blood and blood-forming organs and common disorders involving the immune mechanism
 - endocrine, nutritional and metabolic diseases
 - mental and behavioural disorders
 - diseases of the nervous system
 - diseases of the eye and adnexa
 - diseases of the ear and mastoid process
 - diseases of the circulatory system
 - diseases of the respiratory system
 - diseases of the digestive system
 - diseases of the skin and subcutaneous tissue
 - diseases of the musculoskeletal system and connective tissue
 - diseases of the genitourinary system
 - pregnancy, childbirth and the puerperium conditions originating in the perinatal period including congenital malformations, deformations and chromosomal abnormalities
 - symptoms, signs and abnormal clinical and laboratory findings not elsewhere classified
 - injury, poisoning and causes of morbidity and mortality.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of clinical information:
 - correspondence
 - clinical notes
 - orders and prescriptions
 - operation, treatment and procedure reports
 - pathology investigation results
 - diagnostic imaging results
 - discharge summaries
- abstracting and clinical coding methods to identify:
 - principal diagnoses, additional diagnoses and interventions
 - sequencing of diagnoses and interventions
 - ambiguous, absent and incomplete documentation and data
 - issues requiring clarification
- organisational policies and procedures:
 - health care records storage and access
 - hard copy
 - electronic copy
 - coding clarification:
 - oral communication
 - written communication
 - selection of communication method
 - referral of unresolved issues:
 - oral communication
 - written communication
 - selection of communication method
 - protocols for referrals.

Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions.

Assessment must ensure access to:

- moderately complex real-life patient health care records or de-identified real patient health care records either electronic or hard copy, that reflect current clinical practice
- patient health care records encompassing episodes of care including the following:

- differing lengths of stay
- both acute and chronic forms of a disease or condition
- different care types
- with disease or condition in different contexts including co-existing with multiple comorbidities and complications
- current Australian coding classification
- medical dictionary or other equivalent medical resource
- organisational policies and procedures
- National and State or Territory legislation relevant to clinical coding

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTCCD006 Undertake basic clinical coding

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to assign clinical classification codes to an admitted episode of care using patient and clinical data from basic patient health care records.

This unit applies to clinical coders who are responsible for understanding and extracting patient clinical information for the purposes of clinical coding.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Note: Units marked with an asterisk* include one or more prerequisite units. Refer to unit of competency for prerequisite requirements.

Unit code	Unit title
HLTCCD005*	Abstract information for clinical coding

Competency field(s)

Clinical Coding

Unit sector(s)

Health Administration

Elements and Performance Criteria

Elements	Performance criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Access basic patient health care records to evaluate clinical data.	1.1. Access basic patient health care records according to organisational policies and procedures. 1.2. Ascertain episodes of care to be clinically coded. 1.3. Identify principal diagnosis and additional diagnoses for episodes of care. 1.4. Identify condition onset flag (COF). 1.5. Identify interventions for episodes of care.
2. Assign codes to episodes of care.	2.1. Assign diagnosis and intervention codes according to current classification indices, standards and conventions. 2.2. Determine sequencing of diagnoses codes according to current classification standards and conventions. 2.3. Assign condition onset flag (COF). 2.4. Determine sequencing of intervention codes according to current classification standards and conventions. 2.5. Establish sequencing of diagnoses and interventions according to the current coding standards for the episodes of care. 2.6. Use resources to assist in making coding decisions.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTCCD006 Undertake basic clinical coding	HLTADM005 Produce coded clinical data	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated.	Not equivalent

Assessment Requirements for HLTCCD006 Undertake basic clinical coding

Modification History

N/A

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:

- use current coding manuals and standards to produce coded clinical data from basic patient health care records for at least ten episodes of care for each of the following:
 - infectious and parasitic diseases
 - neoplasms
 - diseases of the blood and blood-forming organs and certain disorders involving the immune mechanism
 - endocrine, nutritional and metabolic diseases
 - mental and behavioural disorders
 - diseases of the nervous system
 - diseases of the eye and adnexa
 - diseases of the ear and mastoid process
 - diseases of the circulatory system
 - diseases of the respiratory system
 - diseases of the digestive system
 - diseases of the skin and subcutaneous tissue
 - diseases of the musculoskeletal system and connective tissue
 - diseases of the genitourinary system
 - pregnancy, childbirth and the puerperium conditions originating in the perinatal period including congenital malformations, deformations and chromosomal abnormalities
 - symptoms, signs and abnormal clinical and laboratory findings not elsewhere classified
 - injury, poisoning and causes of morbidity and mortality
- for each of the above, use reference materials to inform code assignment for unfamiliar clinical concepts
- for the above, episodes of care should collectively include the following:
 - same-day episodes of care cases

- minor injuries
- basic surgeries
- overnight episodes of care
- both acute and chronic forms of a disease or condition.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- definition of a clinical coder and clinical coding, and the purpose of coded clinical data
- codes of practice and guidelines in relation to clinical coding, including professional ethics
- Australian and State/Territory clinical coding standards and protocols
- rules and conventions applied to clinical data and relevant to coding
- sequencing protocols for clinical coding, including those for principal, additional diagnoses and interventions
- timescales within which clinical coding must take place
- key performance indicators (KPI's) and quality indicators for coded clinical data
- classifications and nomenclature relevant to clinical coding
- coding classifications, standards and conventions for:
 - infectious and parasitic diseases
 - neoplasms
 - diseases of the blood and blood-forming organs and certain disorders involving the immune mechanism
 - endocrine, nutritional and metabolic diseases
 - mental and behavioural disorders
 - diseases of the nervous system
 - diseases of the eye and adnexa
 - diseases of the ear and mastoid process
 - diseases of the circulatory system
 - diseases of the respiratory system
 - diseases of the digestive system
 - diseases of the skin and subcutaneous tissue
 - diseases of the musculoskeletal system and connective tissue
 - diseases of the genitourinary system

- pregnancy, childbirth and the puerperium conditions originating in the perinatal period including congenital malformations, deformations and chromosomal abnormalities
- symptoms, signs and abnormal clinical and laboratory findings not elsewhere classified
- injury, poisoning and causes of morbidity and mortality.

Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions.

Assessment must ensure access to:

- real-life patient health care records or de-identified real patient health care records either electronic or hard copy, that reflect current clinical practice
- basic patient health care records to include single condition reason for admission with up to two co-morbidities or an intervention including:
 - planned day surgery or treatment
 - uncomplicated deliveries
 - term babies with minor complications
 - single trauma
 - acute on chronic conditions
- current Australian coding classification
- medical dictionary or other equivalent medical resource
- organisational policies and procedures
- National and State/Territory legislation relevant to clinical coding

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTCCD007 Undertake moderately complex clinical coding

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to assign clinical classification codes to an admitted episode of care using patient and clinical data from moderately complex patient health care records.

This unit applies to clinical coders who are responsible for interpreting and extracting patient clinical information for the purposes of clinical coding. Work may be performed as an individual or as part of a team under limited supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Note: Units marked with an asterisk* include one or more prerequisite units of competency. Refer to unit of competency for prerequisite requirements.

Unit code	Unit title
HLTCCD006 *	Undertake basic clinical coding.

Competency field(s)

Clinical Coding

Unit sector(s)

Health Administration

Elements and Performance Criteria

Elements	Performance criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Abstract clinical data from moderately complex patient health care records.	1.1. Interpret and apply the Australian coding standards (ACS) to identify clinical data from moderately complex patient health care records. 1.2. Select conditions, diseases or procedures for coding from moderately complex patient health care records. 1.3. Identify principal diagnosis for admissions when coding from moderately complex patient health care records. 1.4. Identify additional diagnoses for admissions. 1.5. Identify interventions for admissions.
2. Assign codes to episodes of care relating to moderately complex patient health care records.	2.1. Assign diagnosis and intervention codes according to current classification indices, standards and conventions. 2.2. Determine sequencing of diagnoses codes according to current classification standards and conventions. 2.3. Assign condition onset flag (COF). 2.4. Determine sequencing of intervention codes according to current classification standards and conventions. 2.5. Use resources to assist in making coding decisions. 2.6. Complete process of assigning codes from moderately complex patient health care records. 2.7. Review and validate Diagnosis Related Group (DRG) assigned to episode of care.
3. Clarify coding queries.	3.1. Identify additional and missing information and clarifications required for accurate coding. 3.2. Formulate written coding queries and forward to clinical health care professionals according to Australian Coding Standards

	(ACS) and Clinical Coding Practice Framework (CCPF). • 3.3. Make verbal enquiries with clinical health care professionals according to national guidelines and organisational policies, procedures and protocols. • 3.4. Refer unresolved issues concerning clarity and accuracy of the clinical documentation and data according to organisational policies and procedures. • 3.5. Identify administrative data factors required for coding including ventilation hours and neonatal admission weight.
• 4. Maintain coding resources.	• 4.1. Address changes to data collection and coding requirements according to relevant standards, protocols and legislation. • 4.2. Amend data collection and coding activities in line with organisational policies and procedures. • 4.3. Identify and address own knowledge and skills gaps to ensure deficits are addressed.
• 5. Participate in coding audits.	• 5.1. Identify and prepare patient health care records for coding audit according to organisational policies and procedures. • 5.2. Independently validate own coding and interpret and resolve coding error findings across moderately complex patient health care records. • 5.3. Participate in processes to review coding audit findings.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTCCD007 Undertake moderately complex clinical coding	HLTADM006 Undertake complex clinical coding	This version was released in HLT Health Training Package Release 6.1 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated.	Not equivalent

Assessment Requirements for HLTCCD007 Undertake moderately complex clinical coding

Modification History

N/A

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:

- use current coding manuals and standards to produce coded clinical data from moderately complex patient health care records for at least five episodes of care for each of the following:
 - infectious and parasitic diseases
 - neoplasms
 - diseases of the blood and blood-forming organs and certain disorders involving the immune mechanism
 - endocrine, nutritional and metabolic diseases
 - mental and behavioural disorders
 - diseases of the nervous system
 - diseases of the eye and adnexa
 - diseases of the ear and mastoid process
 - diseases of the circulatory system
 - diseases of the respiratory system
 - diseases of the digestive system
 - diseases of the skin and subcutaneous tissue
 - diseases of the musculoskeletal system and connective tissue
 - diseases of the genitourinary system
 - pregnancy, childbirth and the puerperium conditions originating in the perinatal period including congenital malformations, deformations and chromosomal abnormalities
 - symptoms, signs and abnormal clinical and laboratory findings not elsewhere classified
 - injury, poisoning and causes of morbidity and mortality
- for each of the above, record, edit, amend and maintain validity of coded clinical data according to current classification standards and conventions
- for the above, episodes of care should collectively include the following:

- differing lengths of stay
 - both acute and chronic forms of a disease or condition
 - different care types
 - with disease or condition in different contexts including co-existing with multiple comorbidities and complications
- participate in at least one coding audit of own work and:
 - identify type of coding audit and its purpose and prepare relevant patient health care records
 - respond to coding audit findings addressing any discrepancies.
 - meet organisational requirements for coding performance including not exceeding acceptable percentage error rate.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- Australian and State or Territory clinical coding standards and protocols
- rules and conventions applied to clinical data for coding
- sequencing protocols for coding, including those for principal, and additional diagnoses and interventions
- timescales within which coding must take place
- key performance indicators (KPI's) and quality indicators for coded clinical data
- classifications and nomenclature for coding
- coding classifications standards and conventions for:
 - infectious and parasitic diseases
 - neoplasms
 - diseases of the blood and blood-forming organs and certain disorders involving the immune mechanism
 - endocrine, nutritional and metabolic diseases
 - mental and behavioural disorders
 - diseases of the nervous system
 - diseases of the eye and adnexa
 - diseases of the ear and mastoid process
 - diseases of the circulatory system.
 - diseases of the respiratory system
 - diseases of the digestive system

- diseases of the skin and subcutaneous tissue
- diseases of the musculoskeletal system and connective tissue
- diseases of the genitourinary system
- pregnancy, childbirth and the puerperium conditions originating in the perinatal period including congenital malformations, deformations and chromosomal abnormalities
- symptoms, signs and abnormal clinical and laboratory findings, not elsewhere classified.
- injury, poisoning and causes of morbidity and mortality
- purpose and types of coding audits
- standard procedures and protocols for coding audits
- common coding errors and how to calculate error rates
- individual coder's role in participating in coding audits and responding to audit findings.

Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions.

Assessment must ensure access to:

- real-life patient health care records or de-identified real patient health care records either electronic or hard copy, that reflect current clinical practice
- moderately complex patient health care records from all clinical specialities to include single condition reason for admission with the existence of at least five multiple co-morbidities or the need for multiple interventions including:
 - multiple condition reason for admission without co-morbidities or the need for interventions:
 - minor multiple trauma
 - deliveries with complication
 - unplanned surgery
 - care type changes
 - preterm babies > 32 weeks
 - diabetes with multiple complications
 - neoplasms with metastases including single or multiple
 - single procedural complication or adverse effect of treatment
 - episodes where a clinical query might be required
- current Australian coding classification

- medical dictionary or other equivalent medical resource
- organisational policies and procedures
- National and State or Territory legislation relevant to clinical coding

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTCCD008 Undertake highly complex clinical coding

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to complete coding of highly complex patient health care records with an advanced understanding of coding conventions, standards and practices in an extensive case-mix.

This unit applies to clinical coders who take responsibility for their own outputs, as well as mentoring other clinical coders as required. Work may be performed as an individual or as part of a team under limited supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Note: Units marked with an asterisk* include one or more prerequisite units. Refer to unit of competency for prerequisite requirements.

Unit code	Unit title
HLTCCD007 *	Undertake moderately complex clinical coding

Competency field(s)

Clinical Coding

Unit sector(s)

Health Administration

Elements and Performance Criteria

Elements	Performance criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Abstract clinical data from highly complex patient health care records.	1.1. Abstract conditions, diseases or procedures from highly complex patient health care records from a range of specialties. 1.2. Interpret and apply the Australian coding standards (ACS) to ensure correct assignment of clinical codes when interpreting information from a highly complex case-mix. 1.3. Identify the principal diagnosis for an admission and any additional diagnoses when applying codes to highly complex cases. 1.4. Identify interventions when coding a highly complex case-mix.
2. Assign codes relating to highly complex patient health care records.	2.1. Assign diagnosis and intervention codes according to current classification indices, standards and conventions. 2.2. Determine sequencing of diagnoses codes according to current classification standards and conventions. 2.3. Assign condition onset flag (COF). 2.4. Determine sequencing of intervention codes according to current classification standards and conventions. 2.5. Use resources to assist in making coding decisions. 2.6. Complete assigning of codes from highly complex patient health care records. 2.7. Review and validate Diagnosis Related Group (DRG) assigned to episode of care.
3. Provide clinical coding expertise in the workplace.	3.1. Share clinical coding expertise in discussions within the coding unit. 3.2. Provide mentoring support for clinical coders. 3.3. Supervise and select patient health care records for clinical coders according to their ability.

	3.4. Conduct research to generate solutions to address clinical coding issues. 3.5. Oversee the submission process for coding queries through jurisdictional or national governance bodies.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTCCD008 Undertake highly complex clinical coding	HLTADM007 Complete highly complex clinical coding	This version was released in HLT Health Training Package Release 6.1 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated.	Not equivalent

Assessment Requirements for HLTCCD008 Undertake highly complex clinical coding

Modification History

N/A

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:

- use current coding manuals and standards to produce coded clinical data from highly complex patient health care records for at least five episodes of care for each of the following:
 - infectious and parasitic diseases
 - neoplasms
 - diseases of the blood and blood-forming organs and certain disorders involving the immune mechanism
 - endocrine, nutritional and metabolic diseases
 - mental and behavioural disorders
 - diseases of the nervous system
 - diseases of the eye and adnexa
 - diseases of the ear and mastoid process
 - diseases of the circulatory system
 - diseases of the respiratory system
 - diseases of the digestive system
 - diseases of the skin and subcutaneous tissue
 - diseases of the musculoskeletal system and connective tissue
 - diseases of the genitourinary system
 - pregnancy, childbirth and the puerperium conditions originating in the perinatal period including congenital malformations, deformations and chromosomal abnormalities
 - symptoms, signs and abnormal clinical and laboratory findings not elsewhere classified
 - injury, poisoning and causes of morbidity and mortality
- for each of the above patient records:
 - identify coding issues and address according to organisational policies and procedures

- identify and use resources to assist with highly complex clinical coding requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- characteristics of a highly complex casemix:
 - multiple conditions with underlying problems and high severity of illness
 - multiple medical and surgical complications, adverse complications or complications arising from surgery
 - multiple injuries or accidents
 - complex or staged surgery
- broad health industry context for clinical coding including the relationship between clinical coding, other classifications and uses of coded data
- 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 or Territory clinical coding standards, protocols and specialty coding rules
- application of rules and conventions to clinical data for coding
- sequencing protocols for principal and additional diagnoses and interventions
- timeframes within which clinical coding must take place
- classifications and medical vocabulary used in clinical coding
- sources of information relating to changes to clinical coding requirements
- resources used to solve clinical coding problems
- mentoring and supervision techniques applicable to the clinical coding environment
- submission process for coding queries through jurisdictional or national governance bodies.

Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions.

Assessment must ensure access to:

- real-life patient health care records or de-identified real patient health care records either electronic or hard copy, that reflect current clinical practice

- highly complex patient health care records to include multiple condition reason for admission with multiple co-morbidities or multiple complications including:
 - multiple condition reason for admission with the need for multiple interventions or ventilation:
 - major trauma.
 - multiple burns
 - mechanical ventilation
 - deliveries with multiple complications
 - preterm babies < 1500g or < 32 weeks
 - head and neck surgery
 - organ transplants
 - gastrointestinal bypass
 - major reconstructive surgery
 - unclear principal diagnosis
 - examples of poor documentation to define appropriate clinical code assignment
 - multiple procedural complications or adverse effects of treatment
 - patient health care records from relevant clinical specialities
- current Australian coding classification, medical dictionary or other equivalent medical resource
- organisational policies and procedures
- National and State or Territory legislation relevant to clinical coding
- 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' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTCCD009 Undertake a clinical coding audit

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge to conduct a clinical coding audit and evaluate and validate existing clinically coded data.

This unit applies to highly experienced clinical coders who have the ability to interpret a wide range of highly complex clinical coded data and to conduct clinical coding audits. Work may be performed as an individual or as part of team under limited supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Note: Units marked with an asterisk* include one or more prerequisite units of competency. Refer to unit of competency for prerequisite requirements.

Unit code	Unit title
HLTCCD008 *	Undertake highly complex clinical coding

Competency field(s)

Clinical Coding

Unit sector(s)

Health Administration

Elements and Performance Criteria

Elements	Performance criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for internal and external audits.	1.1. Determine objectives, scope and criteria of internal and external audits according to workplace requirements. 1.2. Identify audit methodology and resources for an audit plan. 1.3. Identify and gather policies and procedures and workplace documentation needed for audit. 1.4. Conduct entry meeting with audit parties and explain audit process. 1.5. Determine dispute resolution processes.
2. Validate clinical coding data.	2.1. Identify and arrange access to sample records to be audited. 2.2. Review and evaluate coded data according to audit methodology and record findings using audit tool. 2.3. Evaluate appropriateness of the assigned Diagnosis Related Group (DRG). 2.4. Allocate data discrepancies to relevant error categories.
3. Review audit outcomes.	3.1. Participate in formal and informal meetings to address any data discrepancies, error classifications and documentation issues according to organisational policies and procedures. 3.2. Raise documentation and classification queries with health care information personnel or clinicians according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTCCD009 Undertake a clinical coding audit		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for HLTCCD009 Undertake a clinical coding audit

Modification History

N/A

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:

- perform an audit on 50 episodes of care including a minimum of:
 - 25 moderately complex episodes of care
 - 5 highly complex episodes of care
- record errors in above coded data
- undertake above audit activities within industry guidelines.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- factors that impact on classification allocation:
 - impact of specific diagnosis and intervention codes
- purposes of internal and external audits
- financial implications of clinical coding
- audit methodologies
- audit processes and industry guidelines for:
 - scope and criteria for audit
 - selection of methodology
 - procedures for documenting and justifying coding variances
 - procedures for reporting
 - procedures for following up results
- data sampling methods
- continuous quality improvement (CQI) process
- organisational policies and procedures for:
 - accessing, using, securing and releasing data
 - communicating audit results.

Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions.

Assessment must ensure access to:

- a range of real-life patient health care records or de-identified real patient health care records either electronic or hard copy, that reflect current clinical practice
- current Australian coding classifications
- medical dictionary or other equivalent medical resource
- organisational policies and procedures
- personnel who would commonly participate in formal and informal meetings relating to internal and external audits

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTCCD010 Analyse and report on clinical coding auditing

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to analyse and report on a clinical coding audit.

This unit applies to highly experienced clinical coders who have the expertise to audit clinically coded data. Work may be performed as an individual or as part of a team under limited supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Note: Units marked with an asterisk* include one or more prerequisite units of competency. Refer to unit of competency for prerequisite requirements.

Unit code	Unit title
HLTCCD009 *	Undertake a clinical coding audit

Competency field(s)

Clinical Coding

Unit sector(s)

Health Administration

Elements and Performance Criteria

Elements	Performance criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Compile clinical coding audit results.	1.1. List findings for each patient episode of care audited. 1.2. Analyse audit findings to determine audit outcomes. 1.3. Calculate and report error rates according to organisational requirements.
2. Prepare audit report.	2.1. Document purpose and methodology for audit. 2.2. Document audit findings including graphs and charts detailing error rates. 2.3. Identify and document common errors and areas for improvement. 2.4. List strategies and make recommendations for improving coding quality and direction of future audits. 2.5. Produce audit report and summarise findings maintaining confidentiality on individual coding results.
3. Provide feedback.	3.1. Provide feedback to the clinical coder on their audit results. 3.2. Participate in formal and informal meetings with management to discuss the audit report according to organisational procedures and protocols. 3.3. Manage audit dispute resolution process.

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTCCD010 Analyse and report on clinical coding auditing		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for HLTCCD010 Analyse and report on clinical coding auditing

Modification History

N/A

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:

- produce a report based on an audit of at least 50 records which includes:
 - key audit findings
 - percentage error rate
 - feedback for improvements
- provide feedback to individual coders and management participating in the above audit.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- current codes of practice and guidelines in relation to clinical coding, including professional ethics
- relevant Australian State or Territory clinical coding standards and protocols
- medical terminology and body systems
- method of rules and conventions applied to clinical data for coding
- sequencing protocols for clinical coding, including those for principal and additional diagnoses and interventions
- key performance indicators (KPI's) and quality indicators for coded clinical data
- basic statistical data analysis methods
- report writing techniques
- techniques for delivering constructive feedback.

Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions.

Assessment must ensure access to:

- a range of real-life patient health care records or de-identified real patient health care records either electronic or hard copy, that reflect current clinical practice
- current Australian coding classifications
- medical dictionary or other equivalent medical resource
- organisational policies and procedures
- National and State or Territory legislation relevant to clinical coding
- personnel who would commonly participate in formal and informal meetings relating to internal and external audits

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEN004 Implement an individualised oral hygiene program

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEN004 Implement an individualised oral hygiene program	HLTDA407D Implement an individualised oral hygiene program	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	Not equivalent

		requirements. Removal of pre-requisites	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEN018 Implement an individualised oral hygiene program	HLTDEN004 Implement an individualised oral hygiene program	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry practices and terminology.	Not equivalent

Assessment Requirements for HLTDEN004 Implement an individualised oral hygiene program

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - - 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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEN007 Apply the principles of radiation biology and protection in dental practice

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTDEN007 Apply the principles of radiation biology and protection in dental practice	HLTDA410D Apply the principles of radiation biology and protection in dental practice	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	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEN021 Apply the principles of radiation biology and protection in dental practice	HLTDEN007 Apply the principles of radiation biology and protection in dental practice	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTDEN007 Apply the principles of radiation biology and protection in dental practice

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:
 - o radiation protection in dentistry
 - o 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
 - - 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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEN008 Prepare to expose a prescribed dental radiographic image

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEN008 Prepare to expose a prescribed dental radiographic image	HLTDA411D Prepare to expose a prescribed dental radiographic image	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	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEN022 Prepare to expose a prescribed dental radiographic image	HLTDEN008 Prepare to expose a prescribed dental radiographic image	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTDEN008 Prepare to expose a prescribed dental radiographic image

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - ○ 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.

In addition, assessors must hold a minimum of 5 years clinical experience in dental assisting work.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEN009 Produce a prescribed dental radiographic image

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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 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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEN009 Produce a prescribed dental radiographic image	HLTDA412D Produce a dental radiographic image	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	Not equivalent

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEN023 Produce a prescribed dental radiographic image	HLTDEN009 Produce a prescribed dental radiographic image	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTDEN009 Produce a prescribed dental radiographic image

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:
 - o following standard and additional precautions
 - o operating a radiographic unit correctly
 - o 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:
 - - codes of practice and safety guides:
 - o radiation protection in dentistry
 - o 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:
 - - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEN011 Implement an oral health promotion program

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEN011 Implement an oral health promotion program	HLTDA414B Implement an oral health promotion program	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEN025 Implement an oral health promotion program	HLTDEN011 Implement an oral health promotion program	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTDEN011 Implement an oral health promotion program

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- • 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

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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEN014 Take a clinical photograph

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEN014 Take a clinical photograph	HLTDA417B Take a clinical photograph	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	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEN027 Take a clinical photograph	HLTDEN014 Take a clinical photograph	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry practices and terminology.	Not equivalent

Assessment Requirements for HLTDEN014 Take a clinical photograph

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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.

In addition, assessors must hold a minimum of 5 years clinical experience in dental assisting work.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEN015 Prepare for and assist with dental procedures

Modification History

N/A

Application

This unit of competency describes the performance outcomes, skills and knowledge required to prepare the dental surgery including equipment, instruments and materials, for dental procedures and assist the practitioner during dental procedures.

This unit applies to dental assisting work under the instruction and supervision of the dental practitioner.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Dental Assisting

Unit sector(s)

Dental

Elements and Performance Criteria

Elements	Performancecriteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare dental surgery for dental procedures.	1.1. Make patient records accessible in the surgery clean zone. 1.2. Identify planned procedure.

	1.3. Identify and select equipment, instruments, materials and medicaments for planned procedure and arrange in likely order of use. 1.4. Explain and support patient and provide pre-procedural items to patient. 1.5. Support aseptic techniques to prevent spread of infection.
2. Use dental terminology.	2.1. Communicate with dental team using dental terminology. 2.2. Receive, interpret and document written and oral instructions using dental terminology. 2.3. Use and interpret common dental abbreviations and symbols.
3. Record personal, medical and dental details.	3.1. Make accurate, legible and legal records of patient personal, medical and dental information as directed by practitioner. 3.2. Verify records in accordance with practitioner requirements. 3.3. Maintain confidentiality of patient information.
4. Select and prepare syringe local anaesthesia.	4.1. Select and prepare the syringe, cartridge and needle for local anaesthesia as directed by practitioner. 4.2. Check expiry dates and anaesthetic cartridge prior to use.
5. Assist practitioner during dental procedures.	5.1. Select equipment, instruments, materials and medicaments and transfer to the practitioner. 5.2. Assist practitioner to maintain a clear field of vision. 5.3. Clear mouth of 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 patient wellbeing and take timely action to support patient and practitioner. • 5.6. Prepare materials and medicaments using appropriate technique and timing to ensure consistency and quantity following manufacturer instructions. • 5.7. Retrieve additional items, instruments, materials and medicaments using appropriate methods to avoid contamination.
• 6. Manage waste and decontaminate the clinical area during changeover of patients.	• 6.1. Wear personal protective equipment throughout the changeover procedure and replace as required to maintain safety and infection control. • 6.2. Dispose of single use items in waste receptacle. • 6.3. Place reusable items in transfer container. • 6.4. Flush dental unit water lines and suction. • 6.5. Use disposable detergent wipes to clean and decontaminate surfaces using techniques to prevent cross contamination. • 6.6. Ensure changeover procedures are carried out using infection prevention and control practices according to current Australian standards and guidelines.
• 7. Maintain and store instruments, equipment materials and medicaments.	• 7.1. Maintain instruments and equipment in good working order and fit for purpose. • 7.2. Ensure maintenance records are legible and accurate. • 7.3. Store instruments, equipment, materials and medicaments according to manufacturer instructions and National and State or Territory guidelines. • 7.4. Monitor stock rotation and expiry dates. • 7.5. Ensure packaged sterile items are stored and labelled according to National and State or Territory guidelines.

8. Work legally, ethically and professionally in a dental setting.	8.1. Identify sources of legal information relating to the dental industry. 8.2. Identify own legal responsibilities in context of the job role. 8.3. Adhere to legal requirements in work practice according to organisational policies and procedures and work role. 8.4. Recognise situations where reporting is required. 8.5. Identify relevant professional bodies and their role. 8.6. Identify opportunities and sources of professional development. 8.7. Recognise potential ethical issues, dilemmas and discuss with appropriate person. 8.8. Recognise own personal values and attitudes and take into account to ensure non-judgemental practice.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEN015 Prepare for and assist with dental procedures	HLTDEN001 Prepare for and assist with oral health care procedures	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect	Not equivalent

		current industry practices and terminology.	

Assessment Requirements for HLTDEN015 Prepare for and assist with dental procedures

Modification History

N/A

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:

- perform the activities outlined in the performance criteria of this unit during a period of at least 350 hours of dental assisting work that involves:
 - at least 300 hours in a real dental clinic workplace
 - up to 50 hours in a simulated dental clinic workplace environment.

The dental assisting work in the real dental clinic workplace must include each of the following:

- preparing for at least 3 individual patient dental procedures at the chair-side involving:
 - 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
- providing chair-side support to the practitioner on at least 3 separate procedures involving
 - general dentistry treatment and specialised dentistry treatment
 - selecting and preparing instruments, equipment and materials as directed by the practitioner
 - dispensing and preparing materials and medicaments according to manufacturer instructions and practitioner request
- storing materials and medicaments in accordance with manufacturer instructions and practitioner requirements in the workplace during the above activities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- dental practice and organisation policy and procedures
- current Dental Board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines and practice standards

- Dental Board of Australia (DBA) guidelines applicable to preparing for and assisting with dental procedures:
 - infection prevention and control
 - record keeping
- Australian Schedule of Dental Services and Glossary information relevant to dental assistants
- dental and medical records and charts:
 - confidentiality of patient records
 - items that constitute a dental record
 - dental terminology used in dental charting and computer software charting programs
 - purpose and requirements for maintaining accurate records of examination, treatments, materials used, and drugs and medicaments prescribed
 - purpose of study casts and materials used in their construction
 - reasons for taking radiographs and photographs
- fundamental general anatomy and physiology:
 - body systems
 - common systemic diseases and their relationship to oral health
- fundamental oral anatomy and physiology:
 - deciduous and permanent dentition and dates of eruption
 - structure and functions of teeth and periodontal tissues
 - structures of oral cavity including salivary glands and saliva
 - tooth identification
- fundamental oral pathology:
 - pathology of dental caries and periodontal disease
 - main causes of dental caries and periodontal disease
 - role of bacteria, diet and dental plaque
- fields of dentistry required to assist the practitioner to carry out procedures for the full range of general dental procedures
- normal growth and development of deciduous and permanent dentition including the promotion and maintenance of oral health requirements
- effects of ageing on oral tissues and special needs of elderly dental patients
- types, properties and storage of dental materials
- difference between detergent and disinfectant and their application including dilution rate and surface contact time as referenced in:

- AS/NZS 4815:2006 Office-based health care facilities - Reprocessing of reusable medical and surgical instruments and equipment, and maintenance of the associated environment
 - AS/NZS 4187:2014 Reprocessing of reusable medical devices in health service organisations
- fundamental dental pharmacology and anaesthesia:
 - local anaesthetic techniques
 - local anaesthetic equipment and drugs
 - complications which may arise from administration of local anaesthesia
- specialised dentistry:
 - endodontics
 - oral surgery
 - orthodontics
 - periodontics
 - and basic instruments used
- methods of retracting and protecting soft tissue
- methods for providing a clear field of vision
- methods for controlling moisture
- reasons why patients need to follow pre- and post-operative instructions
- contributing factors and responses to medical and dental emergencies
- aseptic techniques used in dental procedures
- precautions of maintaining clean surfaces and managing blood and body fluid spills
- dental instruments:
 - endodontic
 - surgical and restorative including handpieces and burs
 - dental unit including suctioning unit, water line, air turbine motors and practitioner light
- dental materials including medicaments and impression and restorative materials
- components of basic tray setups and use of instruments:
 - examination
 - scaling and prophylaxis
 - restoration
 - extraction
 - basic extraction forceps and elevators

- luxator
 - needle holders
 - scalpel
 - suture
- organisational policies and procedures for reporting faults in equipment
- sources of legal and ethical information:
 - Dental Act
 - Privacy Act and National Privacy Principles.
 - Work Health and Safety Act, State or Territory based
 - Child Protection Act
 - Dental Assistants Code of Ethics
 - Code of Conduct for Unregistered Health Professionals
 - Fair Work Act & Regulation
- situations where a report is required and reporting processes:
 - known or suspected child abuse or neglect
 - professional negligence
 - breach of privacy
 - assault
 - conflict of interest
 - corruption
- government and professional body roles:
 - Australian Dental Association (ADA)
 - Dental Assistants Professional Association (DAPA)
 - National Health and Medical Research Council (NHMRC)
 - Sterilising Research and Advisory Council of Australia (SRACA)
 - Australian Commission on Safety and Quality in Health Care (ACSQHC)
 - Australian Health Care Complaints Commission (AHCCC)
 - Dental Board of Australia (DBA)
 - Fair Work Ombudsman and Registered Organisations Commission.

Assessment Conditions

Skills must be demonstrated in a dental clinic workplace or in a simulated environment as specified in the performance evidence.

Assessment must ensure:

- access to suitable facilities, equipment and resources including:
 - steam steriliser
 - barrier protection materials
 - cleaning equipment
 - curing light
 - dental chair
 - dental unit including, suctioning unit, water line, air turbine motors and practitioner light
 - practitioner and assistant protective equipment
 - radiographs
 - waste disposal equipment
 - dental materials including medicaments and impression and restorative materials
 - dental instruments including endodontic, surgical and restorative handpieces and burs
 - current Dental Board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines and practice standards
 - Dental Board of Australia (DBA) infection control and record keeping guidelines
 - organisational infection control guidelines and procedures.
- access to pre-procedural items:
 - dental bib
 - protective eyewear
 - mouth rinse
 - cup
 - hair covering
 - surgical drape
 - rubber dam
- modelling of industry operating conditions, including access to people for simulations and scenarios in dental assisting work

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and hold a minimum of five years clinical dental experience.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEN016 Assist with dental radiography

Modification History

N/A

Application

This unit of competency describes the performance outcomes, skills and knowledge required 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 under the instruction and supervision of the dental practitioner.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Dental Assisting

Unit sector(s)

Dental

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for dental radiography.	1.1. Ensure work surfaces are clean and dry. 1.2. Select and prepare the correct radiographic image receptors, relevant holders and patient record

	for the radiographic examination and make it available to the practitioner. 1.3. Assist the practitioner in the implementation of safe work practices to minimise radiation risks to workers and to patients during procedure.
2. Process and mount dental radiographs for viewing.	2.1. Wear personal protective equipment. 2.2. Handle image receptors carefully to maintain quality. 2.3. Process image as directed by practitioner. 2.4. Orientate or mount image in correct viewing perspective, identifying landmarks to confirm. 2.5. Ensure image is labelled, dated and attached to the appropriate patient record for storage or filing. 2.6. Check radiograph image meets diagnostic standards and notify operator of any defects. 2.7. Identify improvements in processing or mounting images to ensure quality criteria is met.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEN016 Assist with dental radiography	HLTDEN002 Assist with dental radiography	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry	Not equivalent

		practices and terminology.	

Assessment Requirements for HLTDEN016 Assist with dental radiography

Modification History

N/A

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:

- prepare for 3 dental radiographic imaging procedures.
- consistently apply safe work practices during above dental radiography work including:
 - positioning self and assist with positioning other people in a safe location during radiographic exposures
 - correctly handling and storing of radiographic image receptors
- correctly process, mount and file radiographic films or digital images on at least 3 occasions, including:
 - applying the correct processing procedure
 - handling image receptors carefully
 - attaching accurate, legible and complete records

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- national and State or 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
 - duty of care
 - informed consent and statutory requirements of consent
 - current Dental Board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines and practice standards
 - privacy, confidentiality and disclosure
 - radiation user licence
 - rights and responsibilities of workers, employers and patients

- work role boundaries including 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
- equipment required for a range of dental radiographic image exposures, including:
 - intraoral radiographs including bitewing, periapical and occlusal images
 - intraoral receptor sizes and use
 - extraoral radiographs including orthopantomogram (OPG)
- 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
- equipment and processes required to process digital radiographic images, including:
 - digital receptor types
 - phosphor plate scanners
 - computing facilities and software
 - maintenance requirements
 - common handling errors
- equipment and processes required to process film based radiographic images, including:
 - chemical processing solutions
 - manual film processing
 - automatic film processing
 - quality requirements for film processing
 - common film processing errors and causes

- requirements for handling, storing and disposing of chemicals and radiographic film
- process for orientating radiographic images including:
 - fundamental knowledge of dental anatomy
 - methods of mounting radiographs
- role of radiographs in dentistry including:
 - benefits and risks of dental radiography
 - use of radiographs in diagnosing and monitoring dental disease
- 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
- Environment Protection Authority (EPA) compliance requirements for radiographic equipment.

Assessment Conditions

Skills must be demonstrated in a dental clinic workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace.

Assessment must ensure:

- access to suitable facilities, equipment and resources including:
 - barrier protection equipment and materials
 - dental chair and unit
 - radiographic machine
 - practitioner and assistant protective equipment
 - radiographic image receptors
 - current Dental Board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines and practice standards
- modelling of industry operating conditions including access to people for simulations and scenarios in dental assisting work

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and hold a minimum of five years clinical dental experience.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEN017 Assist with administration in dental practice

Modification History

N/A

Application

This unit of competency describes the performance outcomes, skills and knowledge required for a dental assistant to assist the practitioner 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 standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Dental Assisting

Unit sector(s)

Dental

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Communicate appropriately in a dental administrative setting.	1.1. Present in attire consistent with infection prevention and control guidelines and practice policy for professional presentation.

	• 1.2. Greet patients, carers and other visitors according to practice procedures. • 1.3. Listen respectfully to enquiries or concerns. • 1.4. Respond to enquiries accurately and ethically within scope of responsibility using language which is easily understood. • 1.5. Refer enquiries outside of area of responsibility or knowledge to appropriate person. • 1.6. Operate electronic communication equipment to communicate with patients, carers and others in accordance with organisation protocols. • 1.7. Prioritise messages and record them legibly and accurately. • 1.8. Maintain confidentiality of information relating to patients, staff and the organisation.
• 2. Allocate appointments appropriate to patient and organisation requirements.	• 2.1. Identify patients who should be given priority and advance the level of priority for patients who require immediate attention in a dental emergency. • 2.2. Identify patient's appointment requirements. • 2.3. Seek agreement on an appointment time that meets patient preferences and organisational requirements. • 2.4. Assist with managing patient expectations regarding waiting times for emergency care. • 2.5. Use the patient information system to record appointment details accurately and legibly using standard dental notation according to organisational procedures. • 2.6. Provide a copy of appointment details to the patient. • 2.7. Monitor appointment schedules and notify patients and the oral health care team of any necessary changes within required timeframe.
• 3. Process and reconcile patient accounts.	• 3.1. Cross check item code for services received.

	• 3.2. Process payments including any applicable discounts or rebates. • 3.3. Check and accurately record payments received. • 3.4. Provide the patient with itemised account and receipt. • 3.5. Reconcile daily payment totals according to organisational policies and procedures. • 3.6. Follow security procedures for handling of cash.
• 4. Maintain patient records.	• 4.1. Ensure security of passwords and electronic data. • 4.2. Access and prepare patient records and make notation of fees and diagnostic records. • 4.3. Enter patient information accurately in accordance with organisational procedures. • 4.4. Maintain the integrity and confidentiality of patient records. • 4.5. Maintain up-to-date, accurate and complete records of laboratory work.
• 5. Assist with patient recalls.	• 5.1. Access a patient recall system. • 5.2. Identify patients due for recall and notify them that an appointment is due. • 5.3. Follow-up patients who do not respond to a recall appointment request.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTDEN017 Assist with administration in dental practice	HLTDEN003 Assist with administration in dental practice	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry practices and terminology.	Not equivalent

Assessment Requirements for HLTDEN017 Assist with administration in dental practice

Modification History

N/A

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:

- assist with management of an appointment and recall system on one occasion including:
 - recording patient details and records
 - recording appointments
 - assessing the urgency of calls and prioritising appointments
 - responding to requests for information
- record financial transactions for at least three different patients in accordance with dental practice or organisation requirements including:
 - processing payments including applicable discounts or rebates
 - using processes for handling and recording financial transactions, including:
 - at least one Government Benefits Scheme
 - Health Industry Claims (HICAPS)
 - issuing invoice
 - itemising patient services using Australian Schedule of Dental Services and Glossary of item numbers
 - recording payments and issuing receipts
 - processing different methods of payment including cash and credit or debit card
 - transferring electronic records, adhering to privacy confidentiality and security policies and procedures
- interact effectively with at least three different patients including:
 - asking for clarification from patient
 - modifying behaviour ensuring the patient needs are met
 - appropriate verbal language and non-verbal body language.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- national and State or 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
 - current Dental Board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines and practice standards
 - privacy, confidentiality and disclosure for the recording, transfer 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 including the patient's right to access
 - management of dental images and patient access or transfer
 - work role boundaries including responsibilities and limitations
 - work health and safety
- procedures for taking and recording appointments, including:
 - confirming appointments
 - action that must be taken for broken or cancelled appointments
 - practitioner's preferred work routine
 - particular needs that patients may have for the timing of appointments
 - relevant details that must be entered into the patient information 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

- appropriate periodontal indices
 - notation systems in accordance with codes and guidelines used in the Federation Dentaire Internationale (FDI) and charting symbols for tooth surfaces, cavities and other dental problems.
- processes for handling and recording financial transactions, including:
 - accurate numerical calculation of costs
 - Health Industry Claims and Payments Service (HICAPS) electronic claims
 - issuing invoices
 - itemising patient accounts, using the coding system described in the Australian Schedule of Dental Services and Glossary
 - operating a petty cash system
 - organisation policy and procedures for banking and secure handling of cash
 - recording payments and issuing of receipts
 - total daily payment reconciliation according to organisational policies and procedures
 - 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 and debit card
 - transfer of electronic records including privacy, confidentiality and security
- conditions that require urgent dental or medical treatment
- 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
 - systemic progression of dental problems including 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.

Assessment Conditions

Skills must be demonstrated in a dental clinic workplace or in a simulated environment that reflects workplace conditions.

Assessment must ensure:

- access to suitable facilities, equipment and resources, including:
 - telephone
 - patient information system and patient records
 - equipment for handling and recording financial transactions
 - current Dental Board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines and practice standards
- modelling of industry operating conditions including access to people for simulations and scenarios in dental assisting work

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEN018 Implement an individualised oral hygiene program

Modification History

N/A

Application

This unit of competency describes the performance outcomes, 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 standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Unit code	Unit title
HLTDA303D	Prepare for and assist with oral health care procedures <i>or</i>
HLTDEN001	Prepare for and assist with oral health care procedures <i>or</i>
HLTDEN015	Prepare for and assist with dental procedures

Competency field(s)

Dental Assisting

Unit sector(s)

Dental

Elements and Performance Criteria

Elements	Performance criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 detailed information on the causes and prevention of oral diseases to patient or carer using language that can be easily understood. 1.4. Provide an environment for patient or 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. Use a plaque index system to accurately record scores and interpret findings. 2.2. Demonstrate 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 aids specific to patient needs to achieve and maintain effective oral hygiene. 2.6. Evaluate patient or carer oral hygiene techniques and provide further instruction when appropriate. 2.7. Provide information appropriately on the effectiveness and availability of fluoride as directed by the practitioner.

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 and confirm understanding. 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 procedure to patient or carer. 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 as directed by the practitioner, on lifestyle change to assist with diminished salivary flow. 5.2. Provide information on materials that can provide additional external protection to the teeth. 5.3. Explain methods to increase salivary stimulation as directed by the practitioner. 5.4. Assist patient or carers to implement prescribed oral hygiene programs in response to saliva quality and composition.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEN018 Implement an individualised oral hygiene program	HLTDEN004 Implement an individualised oral hygiene program	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry practices and terminology.	Not equivalent

Assessment Requirements for HLTDEN018 Implement an individualised oral hygiene program

Modification History

N/A

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:

- provide comprehensive information to at least five different patients including:
 - information on the prevention of oral diseases
 - advice on and demonstration of proper oral hygiene techniques
 - emphasising benefits of good oral hygiene to inform and motivate behaviour change
- perform at least one unstimulated and one stimulated saliva test on a patient, record results and provide information to patient as directed by the dental practitioner.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- 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 including 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
 - delivering calcium, phosphate and fluoride to the tooth surface
- 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
 - eruption time 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
 - eruption time 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.

Assessment Conditions

Skills must be demonstrated in a dental clinic workplace or in a simulated environment that reflects workplace conditions.

Assessment must ensure:

- access to suitable facilities, equipment and resources including:
 - personal protective equipment
 - cleaning equipment
 - disposable and non-disposable instruments
- modelling of industry operating conditions including access to people for simulations and scenarios in dental assisting work

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and hold a minimum of five years clinical dental experience.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEN019 Assist in dental procedures during general anaesthesia

Modification History

N/A

Application

This unit of competency describes the performance outcomes, skills and knowledge required to assist the practitioner in carrying out dental procedures on patients under general anaesthesia.

This unit applies to dental assisting work under the instruction and supervision of the dental practitioner.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Unit code	Unit title
HLTDA303D	Prepare for and assist with oral health care procedures <i>or</i>
HLTDEN001	Prepare for and assist with oral health care procedures <i>or</i>
HLTDEN015	Prepare for and assist with dental procedures

Competency field(s)

Dental Assisting

Unit sector(s)

Dental

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare patient for dental procedures under general anaesthesia.	1.1. Confirm and document arrangements for an escort for patient following the procedure. 1.2. Provide an opportunity and environment for patient or carer to ask questions. 1.3. Make accessible in the clean zone of the surgery the necessary patient records. 1.4. Maintain confidentiality of patient information in accordance with organisational policy and procedures. 1.5. Assist with confirmation of the correct patient, site, and procedure.
2. Prepare for dental procedures under general anaesthesia.	2.1. Perform suitable hand hygiene 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 dental procedure are ready and usable at the suite or theatre. 2.4. Follow suite or theatre organisational policy and procedures. 2.5. Identify required instruments and equipment, transfer them safely using aseptic technique.
3. Assist with patient discharge after undergoing dental procedures under general anaesthesia.	3.1. Follow organisational policy and procedures while assisting in the provision of post-operative dental 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 patient to the carer or escort according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEN019 Assist in dental procedures during general anaesthesia	HLTDEN005 Assist in oral health care procedures during general anaesthesia	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry practices and terminology.	Not equivalent

Assessment Requirements for HLTDEN019 Assist in dental procedures during general anaesthesia

Modification History

N/A

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:

- prepare equipment and assist the practitioner with dental procedures for three different patients under general anaesthesia, including:
 - assisting the practitioner in aseptically handling and correctly positioning the equipment during the procedure
 - following procedures to ensure patient safety during general anaesthesia
 - correctly maintaining and storing instruments, equipment, materials and medicaments
 - following organisational waste management and cleaning of equipment guidelines
- support the dental team in the discharge care of at least one patient recovering from a dental procedure following general anaesthesia.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- national and State or 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
 - current Dental Board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines and practice standards
 - privacy, confidentiality and disclosure
 - records management
 - work role boundaries including responsibilities and limitations
 - work health and safety

- practitioners who are authorised to administer general anaesthesia to a patient, and the assessment process required before the dental 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 including 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
 - aseptic handling of instruments
 - dental instruments
 - management of sterile packs
- reasons for keeping accurate records of dental 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
- organisational policies and procedures for:
 - intake and discharge of patients
 - confidentiality of patient information
 - suite or theatre used for dental procedures under anaesthesia
 - waste management and cleaning.

Assessment Conditions

Skills must be demonstrated in a 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 practitioner with dental procedures for three different patients under general anaesthesia must have been demonstrated using simulation prior to demonstration in the workplace and with members of the general public.

Assessment must ensure:

- access to suitable facilities, equipment and resources including:

- sterile dental equipment and instruments
- surgical personal protective equipment for aseptic technique procedures
- operating trolley
- suctioning equipment
- access to defibrillator
- waste disposal equipment
- current Dental Board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines and practice standards
- modelling of industry operating conditions including access to 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' requirements for assessors and hold a minimum of five years clinical dental experience.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEN020 Assist in dental procedures during conscious sedation

Modification History

N/A

Application

This unit of competency describes the skills and knowledge required to assist the practitioner in carrying out dental procedures on patients under conscious sedation administered via intravenous, oral and inhalation routes.

This unit applies to dental assisting work under the instruction and supervision of the dental practitioner.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Dental Assisting

Unit sector(s)

Dental

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Prepare the patient for dental procedures during conscious sedation.	1.1. Confirm and document arrangements for an escort for patient following the procedure. 1.2. Provide an opportunity and environment for the patient or carer to ask questions. 1.3. Make accessible in the clean zone of the surgery the necessary patient records. 1.4. Maintain confidentiality of patient information in accordance with organisational policy and procedures. 1.5. Assist with the confirmation of the correct patient, site, and procedure.
2. Prepare for dental procedures under conscious sedation.	2.1. Prepare the equipment, instruments materials and medicaments for the planned procedure. 2.2. Arrange instruments for dental procedure in order of use according to practitioner requirements. 2.3. Provide personal protective equipment to patient and members of the dental team. 2.4. Follow suite or theatre organisational policy and procedures. 2.5. Select and transfer safely the correct dental instruments, equipment, materials and medicaments. 2.6. Store dental instruments, equipment, materials and medicaments according to organisational policies and procedures at conclusion of procedure.
3. Assist with patient discharge after undergoing dental procedures under conscious sedation.	3.1. Follow organisational policy and procedures while assisting in the provision of post-operative dental 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 according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEN020 Assist in dental procedures during conscious sedation	HLTDEN006 Assist in oral health care procedures during conscious sedation	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry practices and terminology.	Not equivalent

Assessment Requirements for HLTDEN020 Assist in dental procedures during conscious sedation

Modification History

N/A

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:

- prepare equipment and assist in handling and correctly positioning equipment for the practitioner during at least three different dental procedures, carried out under conscious sedation including oral or intravenous or intramuscular or inhalation including:
 - following procedures to ensure patient safety during conscious sedation
 - correctly maintaining and storing instruments, equipment, materials and medicaments
- support the dental team in the discharge care of at least one patient recovering from a dental procedure following conscious sedation including oral or, intravenous or intramuscular or inhalation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- National and State or 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
 - current practice standards – Dental Board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines
 - privacy, confidentiality and disclosure
 - records management
 - work role boundaries including responsibilities and limitations
 - work health and safety
- practitioners who are authorised to administer conscious sedation to a patient, and the assessment process required before a dental procedure is carried out

- levels of consciousness
- work practices for maintaining the safety of the patient under conscious sedation
- 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-dental procedure
- 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.
- organisational policies and procedures for:
 - intake and discharge of patients
 - confidentiality of patient information
 - suite or theatre used for dental procedures under conscious sedation.

Assessment Conditions

Skills must be demonstrated in a dental clinic workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace.

Assessment must ensure:

- access to suitable facilities, equipment and resources, including:

- barrier protection materials
- dental chair and unit
- access to defibrillator
- suctioning and practitioner lighting
- current Dental Board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines
- modelling of industry operating conditions including access to 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' requirements for assessors and hold a minimum of five years clinical dental experience.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEN021 Apply the principles of radiation biology and protection in dental practice

Modification History

N/A

Application

This unit of competency describes the performance outcomes, skills and knowledge required to minimise the risk of radiation to the patient, practitioner and others during the exposure of a prescribed dental radiographic image. It also describes the quality assurance measures that must be undertaken to ensure all radiographs are of consistent diagnostic standard.

This unit applies to dental assisting work under the instruction and supervision of the dental practitioner.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Dental radiography work must only be performed by a person with a radiation user licence granted by the relevant State/Territory regulatory authority under legislation.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Dental Assisting

Unit sector(s)

Dental

Elements and Performance Criteria

Elements	Performance criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Apply the principles of radiation biology to protect patient, practitioner and others from ionising radiation.	1.1. Implement safe work practices to minimise risks to practitioner, patient and others of immediate and long-term effects of radiation. 1.2. Correctly identify and select the exposure variables of dental X-ray generating equipment according to manufacturers' instructions and patient requirements. 1.3. Apply the correct units of radiation dose.
2. Determine image characteristics of dental radiographic image.	2.1. Ensure visual qualities of the radiograph are of a diagnostic standard to minimise the necessity for re-takes. 2.2. Ensure geometric qualities of the radiograph are of a diagnostic standard to minimise the necessity for re-takes.
3. Minimise radiation by maintaining quality in processing.	3.1. Ensure correct positioning of the radiation receptor. 3.2. Follow procedures for processing dental radiographic images to produce images of diagnostic standard. 3.3. Identify processing errors and implement corrective measures to produce a diagnostic radiograph. 3.4. Follow quality assurance and maintenance processes of all radiographic equipment in accordance with manufacturers' instructions.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEN021 Apply the principles of radiation biology and protection in dental practice	HLTDEN007 Apply the principles of radiation biology and protection in dental practice	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTDEN021 Apply the principles of radiation biology and protection in dental practice

Modification History

N/A

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:

- apply safe work practices during preparation of at least three patients for dental radiographic imaging procedures.
- apply appropriate quality assurance measures to the production of at least three radiographs to consistent diagnostic standard and apply techniques to minimise technical inaccuracies and errors.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- national and State or Territory legal and ethical requirements and considerations for dental assisting work and how these are applied in organisations and 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
 - current Dental Board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines and practice standards
 - privacy, confidentiality and disclosure
 - radiation user licence
 - records management
 - work role boundaries, responsibilities and limitations
 - work health and safety
- main components of an X-ray unit
- 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
- procedures for processing a dental radiographic image of diagnostic standard
- radiographic appearance of anatomic landmarks, normal dentition and associated bony structures
- quality assurance processes used in the production of dental radiographic images
- reasons for inaccuracies in radiographs and techniques for minimising errors.

Assessment Conditions

Skills must be demonstrated in a dental clinic workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace.

Assessment must ensure:

- access to suitable facilities, equipment and resources including:
 - barrier protection equipment or materials for patient, practitioner and assistant
 - dental chair and unit
 - radiographs or sensors
 - current Dental Board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines and practice standards
- modelling of industry operating conditions including access to 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' requirements for assessors, hold a minimum of 5 years clinical dental experience and a current radiation user licence.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEN022 Prepare to expose a prescribed dental radiographic image

Modification History

N/A

Application

This unit of competency describes the performance outcomes, 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 under the instruction and supervision of the dental practitioner.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Dental radiography work must only be performed by a person with a radiation user licence granted by the relevant State/Territory regulatory authority under legislation.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Dental Assisting

Unit sector(s)

Dental

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Interpret the request for the prescribed dental radiographic image.	1.1. Interpret image request accurately using appropriate dental terminology. 1.2. Determine situations where more information is required and ask the prescribing practitioner for clarification. 1.3. Select and use appropriate exposure variables in accordance with manufacturers' instructions and patient requirements.
2. Assess and determine the procedure prior to exposing a dental radiographic image.	2.1. Confirm patient identity and match to the request. 2.2. Determine the patient's ability to comply with instructions. 2.3. Review modifications to the standard procedure with the practitioner prior to implementation. 2.4. Explain the procedure and necessary requirements clearly to the patient before commencement. 2.5. Obtain and document consent from the patient or carer. 2.6. Prepare patient prior to producing a dental radiographic image.
3. Select and prepare dental radiographic imaging equipment and accessories.	3.1. Identify patient requirements and select correct dental radiographic imaging equipment for the procedure. 3.2. Select and use correct accessories for dental radiographic imaging. 3.3. Select relevant technical variables of the dental radiographic imaging equipment.

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEN022 Prepare to expose a prescribed dental radiographic image	HLTDEN008 Prepare to expose a prescribed dental radiographic image	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTDEN022 Prepare to expose a prescribed dental radiographic image

Modification History

N/A

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:

- correctly interpret at least three different dental radiographic requests and prepare for procedure including:
 - confirming patient identity and consent
 - selecting correct radiographic imaging equipment using relevant technical variables for the requested radiographic procedure
 - using procedures to minimise the risk of radiation to the patient, the practitioner and others.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- features, characteristics and movements of a range of dental radiographic equipment associated with intraoral and extraoral units
- national and State or 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 including dental guidelines privacy, confidentiality and disclosure
 - radiation user licence
 - records management
 - work role boundaries including 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 inaccuracies in radiographs and techniques for minimising errors.

Assessment Conditions

Skills must be demonstrated in a dental clinic workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace.

Assessment must ensure:

- access to suitable facilities, equipment and resources including:
 - barrier protection materials
 - dental chair and unit
 - X-ray unit
 - practitioner and assistant protective equipment
 - radiographs or sensors
 - codes of practice and safety guides for radiation use
- modelling of industry operating conditions including access to 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' requirements for assessors, hold a minimum of five years clinical dental experience and a current radiation user licence.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEN023 Produce a prescribed dental radiographic image

Modification History

N/A

Application

This unit of competency describes the performance outcomes, skills and knowledge required to operate dental radiographic equipment and position the patient correctly to produce an intraoral or extraoral diagnostic radiographic image.

Where work relates to extraoral radiography this includes orthopantomogram (OPG) and may include lateral cephalograms for orthodontic radiographic work-ups and excludes cone beam images.

This unit applies to dental assisting work under the instruction and supervision of the dental practitioner.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Dental radiography work must only be performed by a person with a radiation user licence granted by the relevant State/Territory regulatory authority under legislation.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Dental Assisting

Unit sector(s)

Dental

Elements and Performance Criteria

Elements	Performance criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Position patient to obtain image.	1.1. Implement and maintain radiation safety measures for the patient, practitioner and others throughout the procedure. 1.2. Correctly position patient according to the radiographic receptor unit used. 1.3. Ensure that communication with patient can be maintained after positioning.
2. Position dental radiographic receptor.	2.1. Select exposure variables on the dental radiographic unit for an intraoral or extraoral image according to manufacturers' instructions, procedure and patient requirements. 2.2. Select radiographic technique for an intraoral or extraoral image prescribed by dental practitioner for the oral structure under investigation. 2.3. Position receptor and adjust setting according to the prescribed request and patient's requirements. 2.4. Select and use locating devices or guides to apply the correct horizontal and vertical planes for the radiograph. 2.5. Use accessories when required, according to manufacturers' instructions.
3. Operate radiographic imaging equipment safely to produce an intraoral or an extraoral image.	3.1. Operate intraoral or extraoral 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. 3.3. Remove the exposed intraoral dental radiographic receptor carefully from the mouth. 3.4. Separate the receptor and barrier sleeve when required.

	3.5. Confirm that digital image is displayed correctly. 3.6. Ensure the image is attached to the correct patient file.
4. Process and provide quality assurance for the exposed dental image.	4.1. Process and view the image correctly. 4.2. Identify and correct artefacts. 4.3. Identify and critique errors in imaging technique to optimise exposure times for each individual patient. 4.4. Store de-identified images according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEN023 Produce a prescribed dental radiographic image	HLTDEN009 Produce a prescribed dental radiographic image	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTDEN023 Produce a prescribed dental radiographic image

Modification History

N/A

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:

- produce and critique 30 diagnostic standard dental radiographic de-identified images in a simulated workplace environment including:
 - applying safe work practices for dental radiography work:
 - following standard and additional precautions
 - operating a radiographic unit correctly
 - safely using radiation in dentistry
 - at least 20 of the above images must be intraoral radiographic de-identified images taken on a minimum of ten different people, demonstrating skills in periapical (PA) and bitewings (BW)
 - the remaining ten images must be extraoral radiographic de-identified images taken on a minimum of ten different people.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- national and State or 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:
 - codes of practice and safety guides:
 - radiation protection in dentistry
 - safe use of radiation
 - duty of care
 - informed consent and statutory requirements of consent
 - current Dental Board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines and practice standards
 - privacy, confidentiality and disclosure
 - radiation user licence

- records management
 - rights and responsibilities of workers, employers and patients
 - work role boundaries, including 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.
- correct orientation for display of images
- procedures for labelling and storage of radiographic images in accordance with organisation policies.

Assessment Conditions

Skills must be demonstrated in a dental clinic workplace or in a simulated environment that reflects workplace conditions.

Production of intraoral and extraoral radiographic images must be compliant with current State or Territory radiation licensing requirements. Where licensing requirements preclude the operation of extraoral equipment by Dental Assistants, all performance evidence may be collected via production of intraoral radiographic images.

Assessment must ensure:

- access to suitable facilities, equipment and resources including:
 - barrier protection materials
 - dental chair and unit
 - radiographic equipment suitable for taking intraoral or extra-oral radiographs
 - practitioner, patient and assistant protective equipment
 - processing equipment
 - radiographs or sensors

- current Dental Board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines and practice standards
- modelling of industry operating conditions including access to 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' requirements for assessors and hold a minimum of five years clinical dental experience and a current radiation user licence.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEN024 Implement an oral hygiene program for older people

Modification History

N/A

Application

This unit of competency describes the performance outcomes, skills and knowledge required to promote oral health for older people.

This unit applies to dental assistants and 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 standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Dental Assisting

Unit sector(s)

Dental

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Assess the oral health needs of an older person.	1.1. Check medical and dental history with patient or carer to confirm up-to-date

	information and confirm with treating practitioner prior to treatment. • 1.2. Actively encourage patient to discuss oral health problems without embarrassment. • 1.3. Identify oral health problems for older people and 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 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 dental practitioner.
• 2. Provide support for the maintenance of oral hygiene for older persons.	• 2.1. Ensure flexibility of oral hygiene instruction taking into consideration patient's individual circumstances. • 2.2. Provide an appropriate environment for oral hygiene instruction. • 2.3. Plan and provide 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 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 identifiable with patient's details. 4.2. Record oral health in the patient's personal care plan. 4.3. Implement individual oral health programs in consultation with dental practitioner. 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

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEN024 Implement an oral hygiene program for older people	HLTDEN010 Implement an oral hygiene program for older people	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTDEN024 Implement an oral hygiene program for older people

Modification History

N/A

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:

- provide comprehensive information to at least three different older people or their carers including:
 - information regarding the prevention of oral disease.
 - advice on and demonstration of oral hygiene techniques.
- select and prepare special aids for oral hygiene to assist at least three different older patients with limited dexterity.
- implement prevention programs to suit three different older patient's oral health care needs.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- national and State or 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
 - current Dental Board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines and practice standards
 - privacy, confidentiality and disclosure
 - records management
 - work role boundaries including 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-carious tooth wear including:
 - erosion
 - abrasion
 - attrition

- economic and psychological factors that may affect the oral health of older people
- 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 be demonstrated in a dental clinic workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace.

Assessment must ensure:

- access to suitable facilities, equipment and resources including:
 - personal protective equipment
 - cleaning equipment
 - disposable and non-disposable instruments
 - current Dental Board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines and practice standards
 - current Dental Board of Australia (DBA) infection control and record keeping guidelines
 - follow organisational infection control guidelines and procedures
- modelling of industry operating conditions including access to people for simulations and scenarios in dental assisting work

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and hold a minimum of 5 years clinical dental experience.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEN025 Implement an oral health promotion program

Modification History

N/A

Application

This unit of competency describes the skills and knowledge required to implement an oral health promotion program.

This unit applies to dental assistants and 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 standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Dental Assisting

Unit sector(s)

Dental

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Deliver an oral health promotion program.	1.1. Identify target group and suitable teaching and learning styles to effectively communicate an oral health promotion program.

	• 1.2. Consult with target group to identify oral health issues and potential for effective interventions. • 1.3. Prepare oral health promotion materials suitable for use in a targeted approach. • 1.4. Ensure flexibility of delivery of oral health promotion taking into account 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 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 detailed information on causes and prevention of oral diseases to identified target group using language that can be easily understood. • 2.2. Develop and provide information on acids and fermentable carbohydrates in a manner that can be easily understood. • 2.3. Involve the target group in a review of current dietary habits and development of an approach to healthy eating which improves general and oral health. • 2.4. Provide information on lifestyle and behaviour for good oral health. • 2.5. Provide an opportunity and environment for the target group to ask questions and become involved in oral health.
• 3. Align oral health promotion with targeted 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 directly relevant to the individual and clarifies the consequences of behaviour.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEN025 Implement an oral health promotion program	HLTDEN011 Implement an oral health promotion program	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTDEN025 Implement an oral health promotion program

Modification History

N/A

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 at least one 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
- facilitate discussion with a group of at least five 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

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- 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
- nutritional requirements for children, adolescents, adults and the elderly, including National Health and Medical Research Council (NHMRC) dietary guidelines
- national, State or Territory or local oral health promotion priorities, 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.

Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions.

Assessment must ensure:

- access to suitable facilities, equipment and resources, including:
 - National Health and Medical Research Council (NHMRC) dietary guidelines
 - national, State or Territory or local oral health promotion priorities, programs or strategies
 - health promotion delivery resources
- modelling of industry operating conditions, including access to people for simulations and scenarios in dental assisting work

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and hold a minimum of five years clinical dental experience.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEN026 Take an impression for study models

Modification History

N/A

Application

This unit of competency describes the performance outcomes, skills and knowledge required to take an accurate impression of teeth and their supporting structures for the construction of study models as prescribed by the dental practitioner.

This unit applies to dental assisting work under the instruction and supervision of the dental practitioner.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Dental Assisting

Unit sector(s)

Dental

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Assess the patient.	1.1. Confirm patient's medical history and review with dental practitioner.

	1.2. Provide full details of the procedure to patient or carer. 1.3. Obtain and document consent adhering to ethical and legal requirements. 1.4. Select equipment and instruments for the impression. 1.5. Prepare personal protective equipment for patient and members of the dental team.
2. Select appropriate impression tray.	2.1. Check position of the dental chair and patient for the procedure. 2.2. Impression tray for size and modify as required to ensure accuracy and comfort. 2.3. Instruct patient on participation during the procedure. 2.4. Follow infection control procedures during the procedure.
3. Prepare impression material.	3.1. Select impression material in accordance with desired outcome. 3.2. Mix the impression material to correct consistency and quantity required according to manufacturers' instructions.
4. Perform impression-taking procedure.	4.1. Implement standard precautions during impression-taking. 4.2. 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 including gag reflex. 4.8. Remove the impression when set.

	4.9. Examine patient's mouth for injury and impression material debris following removal of the impression. 4.10. Restore 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 organisational policies.
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 a suitable solution. 6.4. Rinse the impression until all visible contamination is removed. 6.5. Identify and correctly label impression and record procedure.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEN026 Take an impression for study models	HLTDEN012 Take an impression for study models	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages.	Not equivalent

		Updated to reflect current industry practices and terminology.	

Assessment Requirements for HLTDEN026 Take an impression for study models

Modification History

N/A

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:

- undertake ten impression procedures on a minimum of at least five different people for study models ensuring patient safety and meeting the clinical requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- national and State or 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 and dental guidelines
 - privacy, confidentiality and disclosure
 - infection control guidelines and procedures
 - records management
 - work role boundaries including responsibilities and limitations
 - work health and safety
- current Dental Board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines and practice standards.
- 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
- 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 mechanisms for managing a gag reflex
- appropriate responses to patient's reactions during impression taking procedure
- organisational policies for documenting dental procedures.

Assessment Conditions

Skills must be demonstrated in a dental clinic workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace.

Assessment must ensure:

- access to suitable facilities, equipment and resources including:
 - dental chair and unit
 - impression material and equipment
 - syringe suitable for saliva removal
 - materials and mixing equipment
 - practitioner, assistant and patient personal protective equipment
 - waste disposal equipment
 - current Dental Board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines and practice standards
- modelling of industry operating conditions including access to people for simulations and scenarios in dental assisting work

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and hold a minimum of five years clinical dental experience.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEN027 Take a clinical photograph

Modification History

N/A

Application

This unit of competency describes the performance outcomes, skills and knowledge required to take a clinical dental photograph under conditions that can be reproduced.

This unit applies to dental assisting work under the instruction and supervision of the dental practitioner.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Dental Assisting

Unit sector(s)

Dental

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare patient and interpret request for photography.	1.1. Interpret request and provide full details of the procedure to patient or carer. 1.2. Obtain and document consent adhering to ethical and legal requirements.

	1.3. Prepare accessories for intraoral photography. 1.4. Prepare personal protective equipment for 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. Provide instruction on suitable mirror or retractor placement. 3.5. Frame the image and ensure positioning of retractors and mirrors is correct. 3.6. 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. Critique photograph to confirm correctly captured. • 4.7. Upload photograph and store in patient files.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEN027 Take a clinical photograph	HLTDEN014 Take a clinical photograph	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry practices and terminology.	Not equivalent

Assessment Requirements for HLTDEN027 Take a clinical photograph

Modification History

N/A

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:

- take and critique 50 clinical dental de-identified photographs, including intraoral and extraoral de-identified images
- store the resulting image data.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- national and State or 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
 - current Dental Board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines and practice standards
 - current Dental Board of Australia (DBA) infection control and record keeping guidelines
 - privacy, confidentiality and disclosure
 - records management
 - work role boundaries including responsibilities and limitations
 - work health and safety
- 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 practitioners, 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.

Assessment Conditions

Skills must be demonstrated in a dental clinic workplace with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the workplace.

Assessment must ensure:

- access to suitable facilities, equipment and resources including:
 - digital camera and accessories
 - access to de-identified patient records and data systems to record procedure and store images
 - current Dental Board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines and practice standards
 - current Dental Board of Australia (DBA) infection control and record keeping guidelines
- modelling of industry operating conditions including access to people for simulations and scenarios in dental assisting work

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and hold a minimum of five years clinical dental experience.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEN028 Provide effective oral hygiene instruction to patients with an oral health treatment plan

Modification History

N/A

Application

This unit describes the skills and knowledge required to provide oral hygiene information and instruction to patients to promote and support effective home care oral health practices.

The skills and knowledge will enable the candidate to provide instruction on oral hygiene techniques and accurate selection of basic oral hygiene products and aids for individual patient needs.

This unit applies to workers in a dental practice setting whose work roles provide them with an opportunity to instruct and support patients in effective oral hygiene care within an oral health treatment plan under the instruction and supervision of the dental practitioner.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Dental Assisting

Unit sector(s)

Dental

Elements and Performance Criteria

Elements	Performance criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare information related to planned oral hygiene instruction.	1.1. Identify oral hygiene products and aids required by reviewing patient treatment plan or discussing with the practitioner. 1.2. Prepare relevant and reputable resources or visual aids to assist in the explanation of the oral hygiene instruction. 1.3. Seek additional information from patient by questioning and clarifying current home-care oral hygiene routines. 1.4. Respond to questions and concerns by selecting relevant take home information for patient that is specific to the individual needs.
2. Provide information and instruction on oral hygiene self-care techniques and appropriate aids.	2.1. Select oral hygiene aids with suitable features to address individual patient needs including, age, current condition and intended outcomes. 2.2. Explain the advantages of selected oral hygiene aids in terms of achieving and maintaining effective oral hygiene practices. 2.3. Discuss the relationship of poor oral health practices with increased risk of oral disease. 2.4. Instruct patient in appropriate tooth brushing techniques and the use of any additional oral hygiene aids. 2.5. Provide feedback to patient on the demonstration of oral hygiene instruction skills. 2.6. Reinforce to patient the importance of regular oral health checks with a practitioner.
3. Provide additional information and instruction to patients with specific oral health needs.	3.1. Provide instructions and demonstrate the care of fixed or removable prosthodontic dental appliances. 3.2. Provide instruction for patients with periodontal conditions. 3.3. Provide instruction for patients with special needs.

	3.4. Provide instruction and demonstrate the care of fixed or removable orthodontic dental appliances. 3.5. Encourage and support patients with dental appliances to follow effective self-care techniques for the specific appliances.
4. Select appropriate and evidenced based oral hygiene products to support oral hygiene instruction.	4.1. Compare fluoride concentrations in different products and select a product that is appropriate for the patient age and caries risk, as identified by the practitioner. 4.2. Demonstrate dispensing of the correct amount of toothpaste onto a toothbrush. 4.3. Select and discuss a range of dental chemotherapeutic products that address specific conditions including hypersensitivity and gingival inflammation. 4.4. Seek clarification from practitioner regarding chemotherapeutic product options when required.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEN028 Provide effective oral hygiene instruction to patients with an oral health treatment plan		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for HLTDEN028 Provide effective oral hygiene instruction to patients with an oral health treatment plan

Modification History

N/A

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:

- provide oral hygiene information and instruction to at least three patients to address their oral health care needs including:
 - selecting suitable oral hygiene aids, including proximal cleaning aids, for a person with:
 - fixed or removable prosthodontic appliances
 - fixed or removable orthodontic appliances
 - general oral health care needs
- select a suitable chemotherapeutic product to support oral health care needs for a patient with each the following conditions:
 - high caries risk
 - dry mouth
 - gingivitis
- provide effective oral hygiene instruction and information to at least three patients including:
 - demonstrating of how to use chosen oral hygiene aids
 - discussing risk associated with poor oral hygiene habits
 - providing encouragement and support the patient implement home care oral health regimes as recommended by the practitioner.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic anatomy and physiology underpinning oral health, including what is considered healthy and unhealthy
- patient behaviour and habits which contribute to oral health issues
- National Health and Medical Research Council (NHMRC) Fluoride Guidelines
 - safety

- effectiveness of fluoride
- 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 biofilm
- factors that impact on oral health, including:
 - neglect of oral health needs including poor oral hygiene
 - access to dental and health services
 - diet and nutrition, including fluids and excessive intake of sugar
 - available over the counter chemotherapeutics to prevent or manage oral disease
 - presence of plaque and calculus
 - psychological issues
 - social and cultural determinants of health
 - susceptible tooth surfaces
 - role of saliva in caries risk
- healthy eating and drinking recommendations as identified in National Health and Medical Research Council's (NHMRC) Australian dietary guidelines
- special needs of patients
 - chronic conditions
 - ageing
 - disabilities
 - physical
 - cognitive
 - smokers
- features of toothbrushes that contribute to improved oral hygiene
- current tooth brushing recommendations that are appropriate for the age group
- limitations in providing instruction or information for patients with complex dental or medical needs
- limitations in providing instruction or information relating to high-risk chemotherapeutic agents including fluoride content of 5000ppm or greater.

Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions.

Assessment must ensure:

- access to suitable facilities, equipment and resources including a range of chemotherapeutics and oral hygiene aids
- access to current Dental Board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines and practice standards
- access to National Health and Medical Research Council's (NHMRC) Australian dietary guidelines
- modelling of industry operating conditions, including access to people for simulations and scenarios in dental assisting work

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and hold a minimum of five years clinical dental experience.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEN029 Assist in dental procedures during relative analgesia

Modification History

N/A

Application

This unit of competency describes the performance outcomes, skills and knowledge required to assist the dentist or dental specialist in carrying out dental procedures on patients under relative analgesia (RA).

This unit applies to dental assisting work under the instruction and supervision of the dental practitioner.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Unit code	Unit title
HLTDA303D	Prepare for and assist with oral health care procedures <i>or</i>
HLTDEN001	Prepare for and assist with oral health care procedures <i>or</i>
HLTDEN015	Prepare for and assist with dental procedures

Competency field(s)

Dental Assisting

Unit sector(s)

Dental

Elements and Performance Criteria

Elements	Performance criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Check gas supplies and equipment prior to patient arrival.	1.1. Ensure adequate levels of nitrous and oxygen gas supply available. 1.2. Check selection of nose piece sizes available. 1.3. Prepare patient personal protective equipment compatible with relative analgesia nosepiece. 1.4. Check bag and hoses for damage or deterioration. 1.5. Confirm scavenger equipment functioning. 1.6. Check pulse oximetry equipment is functional.
2. Prepare the patient for dental procedures during relative analgesia.	2.1. Confirm and document arrangements for an escort for patient following the procedure. 2.2. Check patient's ability to breathe through nose. 2.3. Make patient dental records accessible in the clean zone of the surgery. 2.4. Maintain confidentiality of patient information in accordance with organisational policy and procedures. 2.5. Assist with the confirmation of the correct patient, site, and procedure.
3. Select and prepare equipment, instruments, materials and medicaments for use during relative analgesia.	3.1. Follow organisational policy and procedures to prepare equipment including resuscitation equipment, instruments materials and medicaments for the planned procedure. 3.2. Arrange instruments for dental procedures in order of use, according to practitioner requirements. 3.3. Provide personal protective equipment to the patient.

	3.4. Select and transfer safely the correct dental instruments, equipment, materials and medicaments.
4. Assist patient undergoing dental procedures during relative analgesia delivery and post procedure recovery.	4.1. Follow organisational policy and procedures while assisting in providing pre, during and post-operative dental procedures. 4.2. Monitor and record patient pulse as required by operator. 4.3. Monitor and report patient response and reflexes as required. 4.4. Note flow rate, times, level and report as required to the practitioner. 4.5. Disassemble and decontaminate equipment. 4.6. Remain in operatory room during administration of relative analgesia. 4.7. Confirm post-operative written instructions are communicated and provided by authorised person to patient, carer or escort. 4.8. Assist in the authorised discharge of patient to the carer or escort.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEN029 Assist in dental procedures during relative analgesia		This unit has been created to address a skill or task required by industry that is not	Newly created

		covered by an existing unit of competency	

Assessment Requirements for HLTDEN029 Assist in dental procedures during relative analgesia

Modification History

N/A

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:

- prepare equipment and assist in handling and correctly positioning equipment for the practitioner during at least one dental procedure carried out during administration of relative analgesia:
 - consistently applying safe work practices to ensure patient safety during administration of relative analgesia.
 - correctly maintaining and storing instruments, equipment, materials and medicaments.
- support the dental team in the discharge care of at least one patient recovering from a dental procedure following relative analgesia.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- national and State or 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
 - current Dental Board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines and practice standards
 - privacy, confidentiality and disclosure
 - records management
 - work role boundaries including responsibilities and limitations
 - work health and safety (WHS)
- practitioners who are authorised to administer relative analgesia to a patient, and the assessment process required before dental procedure is carried out
- levels of consciousness

- gases used for relative analgesia
- basic history of relative analgesia used in dental treatment
- basic properties of nitrous oxide and oxygen gases and contraindications management of risks and safeguards associated with relative analgesia including but not limited to:
 - ANZCA PS09 Guideline on sedation and analgesia for diagnostic and interventional medical, dental or surgical procedures.
 - storage of cylinders including WHS regulations
 - international colour code of RA gas cylinders.
 - safe management of patient behavioural changes
 - unconsciousness
 - nausea
- differing standards of equipment and staffing at the locations where procedures are performed
- instructions for use of resuscitation equipment or defibrillator
- basic functions and maintenance of equipment used to administer relative analgesia including anti-hypoxic device, flow rate, scavenger hose, non-return valve and equipment used in monitoring a patient pre- and post-dental procedure
- reasons for keeping accurate records of oral conditions, treatments and the administration of relative analgesia
- 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 relative analgesia and appropriate medical response and treatment given by the dental team.

Assessment Conditions

Skills must be demonstrated in a 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 activities outlined in the performance criteria of this unit must be performed on at least three people prior to the learner being assessed in the activities outlined in the performance evidence.

Assessment must ensure:

- access to suitable facilities, equipment and resources, including:
 - barrier protection materials
 - dental chair and unit

- functioning relative analgesia delivery equipment
- oxygen and nitrous oxide gas flow
- access to resuscitation equipment
- suctioning and practitioner lighting
- waste disposal equipment
- access to current Dental Board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines and practice standards
- access to current Dental Board of Australia (DBA) infection control and record keeping guidelines
- access to NZCA PS09 Guideline on sedation and analgesia for diagnostic and interventional medical, dental or surgical procedures
- modelling of industry operating conditions including access to people for simulations and scenarios in dental assisting work

Assessment must involve demonstration of tasks under the direction of a dental practitioner qualified to use relative analgesia.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, hold a minimum of five years clinical dental experience assisting during relative analgesia and hold current registration to administer relative analgesia.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEN030 Assist the dental practitioner during medical emergencies in a dental setting

Modification History

N/A

Application

This unit of competency describes the performance outcomes, skills and knowledge required to assist the dentist or dental specialist with patient care during medical emergencies in a dental setting.

This unit applies to dental assistants and those carrying out dental assisting work.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Dental Assisting

Unit sector(s)

Dental

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for medical emergencies.	1.1. Check expiry of medicaments used during medical emergencies.

	1.2. Check first aid supplies and operational status of equipment. 1.3. Locate and have readily available onsite first aid kit.
2. Respond to a medical emergency.	2.1. Recognise indicators that signify a medical emergency. 2.2. Identify and minimise immediate risks to health and safety of self and others. 2.3. Provide assistance as directed by the dental practitioner.
3. Assist with dental medical emergencies.	3.1. Use appropriate procedure as required to assist the dental practitioner to manage a patient with low blood pressure. 3.2. Use appropriate procedure as required to assist the dental practitioner to manage a patient with a cardiac emergency. 3.3. Use appropriate procedure, medicaments and equipment as required to assist the dental practitioner to manage a patient with a diabetic emergency. 3.4. Use appropriate procedure, medicaments and equipment as required to assist the dental practitioner to manage a patient with an allergy emergency.
4. Seek assistance from emergency response services.	4.1. Recognise situations requiring a response from emergency services. 4.2. Follow organisational policies and procedures to contact emergency response services. 4.3. Provide emergency response services with accurate medical details regarding the medical emergency. 4.4. Provide required details of the physical location of the patient including address and access requirements.
5. Assist with maintaining patient comfort.	5.1. Assist with ensuring physical comfort of the patient. 5.2. Provide verbal reassurance and support to the patient.

• 6. Record details of the emergency.	• 6.1. Document incident details as directed by the dental practitioner according to organisational policies and procedures. • 6.2. Maintain confidentiality of patient information. • 6.3. Follow organisational policies and procedures when required to disclose patient information to others.

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEN030 Assist the dental practitioner during medical emergencies in a dental setting		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for HLTDEN030 Assist the dental practitioner during medical emergencies in a dental setting

Modification History

N/A

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:

- respond to at least one simulated emergency response situation, contextualised to the candidate's workplace, including:
 - demonstrating correct response for a medical emergency that is identified by the dental practitioner
 - preparing equipment or medicaments for an identified medical emergency
 - applying safe handling techniques
 - providing an accurate verbal or written report of the incident as directed by the practitioner.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- emergency response procedures for the dental team including:
 - responsibilities of each person within the team
 - own role and responsibilities within the emergency response procedure
- information to assist with medical emergencies in the dental setting including:
 - patient medical history
 - patient emergency contact details
- general emergency response requirements:
 - DRSABCD
- common indicators, causes and emergency response required for medical emergencies in the dental setting including:
 - anxiety
 - sensitivity or allergic reaction to latex and other allergens
 - cardiac emergencies including angina and myocardial infarction
 - asthma

- obstruction of the airway including choking
- diabetes
- epilepsy
- syncope
- hypoglycaemia
- hyperglycaemia
- hyperventilation
- haemorrhage
- ocular incidents
- muscular paralysis
- stroke
- chemical burns
 - silver fluoride or diamine
 - phosphoric acid
 - hydrochloric acid
- maintenance and storage requirements for medicaments and emergency equipment including:
 - storage requirements for schedules of drugs which can be legally stored in dental premises
 - relevance of expiry dates
 - maintenance requirements for automated external defibrillators
- organisational policies and procedures for disclosing patient information:
 - privacy requirements
 - appropriate disclosure
 - incident forms
 - reports to supervisor
 - other staff
 - emergency contacts or carers
 - insurance or health funds.

Assessment Conditions

Skills must be demonstrated in a dental clinic workplace or in a simulated environment the reflects workplace conditions.

Assessment must ensure:

- access to suitable facilities, equipment and resources, including:

- simulated or real medicaments required for medical emergency situations including but not limited to epinephrine, glucose and albuterol
- equipment required for medical emergency situations including automated external defibrillator (AED), operational or training device
- dental chair
- access to organisational policies and procedures for responding to medical emergencies
- modelling of industry operating conditions including access to people for simulations and scenarios in dental assisting work

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEP001 Identify, select and prepare instruments, equipment and materials

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEP001 Identify, select and prepare instruments, equipment and materials	HLTDP601D Identify, select and prepare instruments, equipment, materials	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	Not equivalent

Assessment Requirements for HLTDEP001 Identify, select and prepare instruments, equipment and materials

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEP002 Gather data, conduct dental prosthetic examination and develop treatment plan

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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, 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEP002 Gather data, conduct dental prosthetic examination and develop treatment plan	HLTDP602D Gather data, conduct dental prosthetic examination and develop treatment plan	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.	Not equivalent

		Removal of pre-requisites. 240 work placement hours	

Assessment Requirements for HLTDEP002 Gather data, conduct dental prosthetic examination and develop treatment plan

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:

- • 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
 - - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEP003 Take impressions

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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

	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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEP003 Take impressions	HLTDP603C Take impressions	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	Not equivalent

Assessment Requirements for HLTDEP003 Take impressions

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEP004 Establish and record jaw relationships and select artificial teeth

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEP004 Establish and record jaw relationships and select artificial teeth	HLTDP604D Establish and record jaw relationships and select artificial teeth	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	Not equivalent

Assessment Requirements for HLTDEP004 Establish and record jaw relationships and select artificial teeth

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:
 - o complete maxillary or mandibular denture opposing partial maxillary or mandibular denture
 - o opposing partial maxillary and mandibular dentures
 - o 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.

Knowledge Evidence

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEP005 Evaluate a removable dental prosthesis at try-in stage

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEP005 Evaluate a removable dental prosthesis at try-in stage	HLTDP605D Evaluate a removable dental prosthesis at try-in stage	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	Not equivalent

Assessment Requirements for HLTDEP005 Evaluate a removable dental prosthesis at try-in stage

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:
 - o complete maxillary or mandibular denture opposing partial maxillary or mandibular denture
 - o opposing partial maxillary and mandibular dentures
 - o 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEP006 Insert and issue a completed removable dental prosthesis

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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 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 2.3 Interpret 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEP006 Insert and issue a completed removable dental prosthesis	HLTDP606D Insert and issue a completed removable dental prosthesis	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	Not equivalent

Assessment Requirements for HLTDEP006 Insert and issue a completed removable dental prosthesis

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:
 - o complete maxillary or mandibular denture opposing partial maxillary or mandibular denture
 - o opposing partial maxillary and mandibular dentures
 - o 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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEP007 Perform maintenance treatment for patient with removable dental prostheses

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEP007 Perform maintenance treatment for patient with removable dental prostheses	HLTDP607D Perform maintenance treatment for clients with removeable dental prostheses	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 hour	Not equivalent

Assessment Requirements for HLTDEP007 Perform maintenance treatment for patient with removable dental prostheses

Modification History

N/A

Performance Evidence

- The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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.
-

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDEP008 Construct and insert an implant retained overdenture

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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

	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 rims	5.1 Seat replica analogues into impression copings 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDEP008 Construct and insert an implant retained overdenture	HLTDP608C Construct and insert an implant retained overdenture	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	Not equivalent

		requirements. Removal of pre- requisites. 240 work placement hours	

Assessment Requirements for HLTDEP008 Construct and insert an implant retained overdenture

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDET001 Construct models

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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 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 of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTDET001 Construct models	HLTDT301D Construct models	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	Not equivalent

Assessment Requirements for HLTDET001 Construct models

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:
 - - 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
- - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDET002 Construct custom impression trays

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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 materials	2.1 Select custom tray materials in accordance with the 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDET002 Construct custom impression trays	HLTDT302D Construct custom impression trays	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	Not equivalent

Assessment Requirements for HLTDET002 Construct custom impression trays

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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 dentition
 - - edentulous
 - - partial dentition including
 - o bounded saddle
 - o 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:

- • 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDET003 Construct registration rims

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDET003 Construct registration rims	HLTDT303D Construct registration rims	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.	Not equivalent

		New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites	

Assessment Requirements for HLTDET003 Construct registration rims

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDET004 Articulate models and transfer records

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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

	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDET004 Articulate models and transfer records	HLTDT304D Articulate models and transfer records	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	Not equivalent

		the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites	

Assessment Requirements for HLTDET004 Articulate models and transfer records

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- • 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDET005 Construct thermoformed bases and appliances

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDET005 Construct thermoformed bases and appliances	HLTDT315D Construct thermoformed bases and appliances	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	Not equivalent

		performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre- requisites	

Assessment Requirements for HLTDET005 Construct thermoformed bases and appliances

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDET006 Construct immediate dentures

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDET006 Construct immediate dentures	HLTDT507C Construct immediate dentures	This version was released in HLT Health Training Package release 3.0 and meets the requirements of the	Not equivalent

		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	

Assessment Requirements for HLTDET006 Construct immediate dentures

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:
 - o flanged denture with bone re-contouring
 - o flanged denture without bone re-contouring
 - o open-faced denture
 - - maxillary or mandibular posterior tooth with at least one of the following:
 - o flanged denture with bone re-contouring
 - o flanged denture without bone re-contouring
 - o open-faced denture
- critically evaluated the 1 immediate 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 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
 - - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDET007 Construct removable acrylic partial dentures

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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

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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDET007 Construct removable acrylic partial dentures	HLTDT508C Construct removable acrylic partial dentures	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	Not equivalent

Assessment Requirements for HLTDET007 Construct removable acrylic partial dentures

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDET008 Construct cast alloy removable partial denture framework

Modification History

N/A

Application

This unit of competency describes the skills and knowledge required to construct burnout patterns for cast metal framework and to deinvest, 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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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

	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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDET008 Construct cast alloy removable partial denture framework	HLTDT509D Construct cast metal alloy removeable partial denture framework	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	Not equivalent

		performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre- requisites	

Assessment Requirements for HLTDET008 Construct cast alloy removable partial denture framework

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- • 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDET009 Construct crown and bridge structures

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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

	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTDET009 Construct crown and bridge structures	HLTDT510C Construct crown and bridge structures	This version was released in HLT Health Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged HLTDT510/HLTDT516 Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDET009 Construct crown and bridge structures	HLTDT516C Construct indirect composite polymer fixed restorations	This version was released in HLT Health Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages. Merged HLTDT510/HLTDT516 Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites	Not equivalent

Assessment Requirements for HLTDET009 Construct crown and bridge structures

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- • 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.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDET010 Join alloy structures

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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

	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDET010 Join alloy structures	HLTDT511C Join alloy structures	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	Not equivalent

		assessment including volume and frequency requirements. Removal of pre-requisites	

Assessment Requirements for HLTDET010 Join alloy structures

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:
 - - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDET011 Construct ceramic and fixed restorations

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDET011 Construct ceramic and fixed restorations	HLTDT512D Take tooth shades	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	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDET011 Construct ceramic and fixed restorations	HLTDT513C Construct fixed restorations	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	Not equivalent

		assessment including volume and frequency requirements. Removal of pre-requisites	

Assessment Requirements for HLTDET011 Construct ceramic and fixed restorations

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined 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.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDET012 Construct orthodontic appliances

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDET012 Construct orthodontic appliances	HLTDT514D Construct orthodontic appliances	This version was released in HLT Health Training Package release 3.0 and meets the requirements of the 2012 Standards for	Not equivalent

		Training Packages. Minimal changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Removal of pre-requisites	

Assessment Requirements for HLTDET012 Construct orthodontic appliances

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:

- • 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDET013 Construct oral splints

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDET013 Construct oral splints	HLTDT517D Construct oral splints	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	Not equivalent

Assessment Requirements for HLTDET013 Construct oral splints

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:

- • 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDET014 Repair and modify dentures and appliances

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDET014 Repair and modify dentures and appliances	HLTDT518D Repair and modify dentures and appliances	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	Not equivalent

Assessment Requirements for HLTDET014 Repair and modify dentures and appliances

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:

- • 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDET015 Construct complete removable acrylic dentures and appliances

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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

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
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDET015 Construct complete removable acrylic	HLTDT519C Construct simple complete removable	This version was released in HLT Health Training	Not equivalent

dentures and appliances	acrylic dentures and appliances	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	

Assessment Requirements for HLTDET015 Construct complete removable acrylic dentures and appliances

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDET016 Design digital dental restorations and appliances using computer-aided design (CAD)

Modification History

N/A

Application

This unit of competency describes the skills and knowledge required to design dental restorations and appliances using computer-aided design (CAD) technologies.

This unit applies to dental technicians working in dental laboratories.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Dental

Unit sector(s)

Dental technology

Elements and Performance Criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine restoration or appliance requirements.	1.1 Access and interpret work order. 1.2 Apply standard infection control precautions when receiving, handling and working on dental materials. 1.3 Ensure accuracy of work order and seek additional information as required.

	1.4 Assess quality of impression, model or intraoral scan and seek any required adjustments. 1.5 Scan physical impression, model or download intraoral scan and create digital representation of impression. 1.6 Identify technologies and computer-aided design (CAD) software required to complete digital design of restoration or appliance, and ensure availability.
2. Design restoration or appliance using computer-aided design (CAD).	2.1 Access required technologies and computer-aided design (CAD) software. 2.2 Follow workplace policies and procedures to access and import digital impression files into computer-aided design (CAD) software. 2.3 Create 3-D images by manipulating 3-D shapes. 2.4 Establish coordinate system and orientation according to work order. 2.5 Manipulate computer-aided design (CAD) software features and functions to create digital design of restoration or appliance. 2.6 Apply rendering techniques to digital design of restoration or appliance.
3. Finalise digital design for manufacturing.	3.1 Ensure digital design of restoration or appliance accurately reflects requirements of work order. 3.2 Make any final adjustments to ensure integrity and accuracy of digital design. 3.3 Ensure digital design is available in format required for manufacturing. 3.4 Finalise digital design for production and store according to workplace requirements.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.

Skills	DESCRIPTION

Reading skills to:	• interpret technical language within various texts.
Oral communications skills to:	• pronounce complex words correctly and use them in the correct context.
Self-management skills to:	• work within parameters of own scope of practice.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDET016 Design digital dental restorations and appliances using computer-aided design (CAD)		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for HLTDET016 Design digital dental restorations and appliances using computer-aided design (CAD)

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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 four work orders
- used computer-aided design (CAD) software and technologies to prepare four digitally designed restorations or appliances, one of which must be a unit of crown and bridge work. The remaining three must be selected from two of the following categories:
 - prosthetics
 - chrome casting
 - orthodontics
 - splints
- applied infection control precautions and safe work practices to prepare the above four digital restoration or appliance designs
- critically evaluated the above four digital restoration or appliance designs to meet requirements of the work 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:

- 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 organisational policies relating to dental laboratory work
- requirements and organisational policies relating to dental laboratory work including:
 - use of standard infection control precautions
 - use of personal protective equipment
 - requirements for the use of technologies and computer-aided design (CAD) software
 - requirements for storage of digital designs

- work health and safety
- benefits and limitations of computer-aided design (CAD) in digital dentistry
- commonly used types of computer-aided design (CAD) technologies used in the dental industry
- digital design processes and procedures
- digital design file types
- digital and physical impressions and properties
- types of digital restorations and appliances
- properties of restoration and appliance material applicable to computer-aided manufacturing (CAM) and the applicability of each material
- computer-aided manufacturing types and processes commonly used in digital dentistry
- fundamentals of oral anatomy:
 - dentition – arrangement of 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 mouth
 - teeth form and function.

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:
 - access to a variety of work orders
 - digital and/or physical impressions or models
 - computer-aided design (CAD) software and technologies commonly used within the dental industry
 - 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.

Assessors must satisfy the standards for registered training providers' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTDET017 Construct dental restorations and appliances using computer-aided manufacturing (CAM)

Modification History

N/A

Application

This unit of competency describes the skills and knowledge required to construct dental restorations and appliances using computer-aided manufacturing (CAM) technologies.

This unit applies to dental technicians working in dental laboratories.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Dental

Unit sector(s)

Dental technology

Elements and Performance Criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine restoration or appliance requirements.	1.1 Access and review work order. 1.2 Apply standard infection control precautions when receiving, handling and working on dental materials. 1.3 Ensure accuracy of work order and seek additional information as required.

	• 1.4 Assess quality of digital design and seek any required adjustments. • 1.5 Obtain final approval of design from appropriate source. • 1.6 Identify and set-up computer-aided manufacturing (CAM) technologies required to construct restoration or appliance, and ensure availability.
• 2. Construct restoration or appliance using computer-aided manufacturing (CAM).	• 2.1 Access required computer-aided manufacturing (CAM) software. • 2.2 Follow workplace policies and procedures to access and import digital files into computer-aided manufacturing (CAM) software. • 2.3 Select and load appropriate materials for computer-aided manufacturing (CAM) of restoration or appliance. • 2.4 Manipulate and program features of computer-aided manufacturing (CAM) technologies to construct restoration or appliance. • 2.5 Monitor construction of restoration or appliance and make any required adjustments.
• 3. Finalise restoration or appliance.	• 3.1 Inspect restoration or appliance for defects and ensure restoration or appliance accurately reflects requirements of work order. • 3.2 Make any final adjustments to ensure integrity and accuracy of restoration or appliance. • 3.3 Complete required finishing to finalise restoration or appliance, as required. • 3.4 Finalise, disinfect and package restoration or appliance according to workplace requirements.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.

Skills	DESCRIPTION
Reading skills to:	interpret technical language within various texts.
Oral communications skills to:	pronounce complex words correctly and use them in the correct context.
Self-management skills to:	work within parameters of own scope of practice.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTDET017 Construct dental restorations and appliances using computer-aided manufacturing (CAM)		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for HLTDET017 Construct dental restorations and appliances using computer-aided manufacturing (CAM)

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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 four work orders
- used computer-aided manufacturing (CAM) technologies to construct four restorations or appliances, one of which must be a unit of crown and bridge work. The remaining three must be selected from two of the following categories:
 - prosthetics
 - chrome casting
 - orthodontics
 - splints
- applied standard infection control precautions and safe work practices to prepare the above four restorations or appliances
- critically evaluated the above four restorations or appliances constructed 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 organisational policies relating to dental laboratory work
- requirements and organisational policies relating to dental laboratory work including:
 - use of standard infection control precautions
 - use of personal protective equipment
 - requirements for the use of computer-aided manufacturing (CAM) technologies

- requirements for storage of digital designs
 - work health and safety
- benefits and limitations of computer-aided manufacturing (CAM) in digital dentistry
- commonly used types of computer-aided manufacturing (CAM) technologies used the in dental industry
- computer-aided manufacturing (CAM) processes and procedures as related to digital dentistry
- digital restoration and appliance file types
- types of digital restorations and appliances
- anatomical features of digital restorations, as relevant to the restoration or appliance
- properties of restoration or appliance material applicable to computer-aided manufacturing (CAM) and the applicability of each material
- surface finishing types and application
- fundamentals of oral anatomy:
 - dentition – arrangement of 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 mouth
 - teeth form and function.

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:
 - access to a variety of work orders
 - digital restoration or appliance designs
 - computer-aided manufacturing (CAM) technologies commonly used within the dental industry
 - restoration or appliance materials
 - 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.

Assessors must satisfy the standards for registered training providers' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN035 Practise nursing within the Australian health care system

Modification History

N/A

Application

This unit describes the performance outcomes, 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 health and community care services and 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 (NMBA) regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Enrolled Nursing

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Apply principles and requirements of nursing practice to work in the Australian health care system.	1.1. Apply principles of primary and tertiary health care and the principles of wellness to Australian contemporary nursing practice. 1.2. Identify agencies to facilitate positive health outcomes. 1.3. Identify funding sources for health care in Australia. 1.4. Identify political and economic policy and the impact on health care delivery in Australia. 1.5. Apply requirements of alternative and non-traditional approaches to health care and identify their place in contemporary nursing practice. 1.6. Apply requirements of Aboriginal and Torres Strait Islander health and principles of cultural safety. 1.7. Provide nursing care in accordance with NMBA Enrolled Nurse Standards for Practice. 1.8. Identify current health issues impacting clinical practice and health policy development. 1.9. Identify requirements of the National Nursing and Midwifery Digital Health Capability Framework and its impacts on the health care environment.
2. Identify and respond to factors and issues affecting health in Australia.	2.1. Identify the historical development and current perspectives of the Australian nursing profession within the scope of practice of an enrolled nurse. 2.2. Incorporate theoretical concepts of nursing theory in clinical engagement and practice related to nursing care. 2.3. Identify existing health support services to respond to health issues facing people in Australia. 2.4. Identify and evaluate community health promotional strategies.

	2.5. Incorporate the principles of wellness to emotional and social wellbeing.
3. Work in the context of professional nursing practice.	3.1. Apply requirements of and work within the enrolled nurse scope of practice. 3.2. Follow organisation procedures that comply with audit and accreditation processes. 3.3. Apply jurisdictional requirements relating to the NMBA Enrolled Nurse Standards for Practice.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN035 Practise nursing within the Australian health care system	HLTENN001 Practise nursing within the Australian health care system	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Not equivalent

Assessment Requirements for HLTENN035 Practise nursing within the Australian health care system

Modification History

N/A

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:

- complete one clinical work placement in professional nursing practice that involves:
 - performing two different professional interactions with the registered nurse and multidisciplinary health care team to demonstrate adaptation to nursing role and application of knowledge to nursing practice
 - reflecting on the two professional interactions and identifying how nursing practice contributed health outcomes.

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- Nursing and Midwifery Board of Australia Enrolled Nurse Standards for Practice
- principles of primary and tertiary health care
- principles of wellness
- alternative, integrative and non-traditional approaches to health care in Australia
- health and illness issues facing people who have come from countries other than Australia
- health issues and impacts for health care delivery for Aboriginal and Torres Strait Islander people and culturally and linguistically diverse groups
- Aboriginal and Torres Strait Islander health and principles of cultural safety
- historical and current perspectives of the nursing profession
- development and historical context of the Australian health care system, current health service models and State/Territory standards of care
- health care environments and the roles of the multidisciplinary 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 and the local area
- current issues which impact health policy development
- National Nursing and Midwifery Digital Health Capability Framework
- how health and illness factors impact people
- roles of regulatory authorities, and industrial and professional bodies
- role of the Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM)
- national, State/Territory and local health priorities.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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’ requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN036 Apply communication skills in nursing practice

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to communicate effectively with people, families and carers, and with other health care professionals, in health care settings.

Communication in nursing practice requires 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 (NMBA) regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Enrolled Nursing

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Use effective communication strategies.	1.1. Apply principles of effective communication to facilitate communications. 1.2. Maximise opportunities to involve the person, families and carers in care and treatment. 1.3. Clarify roles and responsibilities of the multidisciplinary health care team for effective communicating situations, including clarifying own role as an enrolled nurse. 1.4. Apply respectful and empathetic communication techniques. 1.5. Use contemporary health terminology in written and verbal communications.
2. Identify and address constraints to effective communication.	2.1. Implement strategies within scope of practice to address communication situations in accordance with organisational policies and procedures. 2.2. Identify and address the need for advocacy for the person, families and carers in care.
3. Use information technology to support communication in nursing practice.	3.1. Use information technology to prepare, document and communicate nursing patient clinical records and reports to the multidisciplinary health care team. 3.2. Comply with organisational policies and procedures for electronic communication. 3.3. Apply organisational policies and procedures to access data for the purpose of nursing care within scope of practice. 3.4. Apply ethical and legal regulatory requirements for electronic practices. 3.5. Apply Australian Health Practitioner Regulation Agency (AHPRA) social media guidelines to own practice. 3.6. Provide information in accordance with organisational policies and procedures to enable informed decision making.
4. Lead small group discussions.	4.1. Monitor and respond to changing group dynamics.

	4.2. Clarify purpose of group meetings and manage discussion to achieve identified objectives. 4.3. Implement meeting procedures appropriate to meeting purpose. 4.4. Clarify participant roles and use communication strategies to support their effective contribution to discussion.
5. Give and receive feedback for performance improvement.	5.1. Apply communication strategies that deliver constructive outcomes in giving and receiving feedback. 5.2. Use language in a respectful manner to give and receive feedback. 5.3. Use constructive feedback to improve own professional performance.
6. Evaluate effectiveness of communication.	6.1. Participate in debriefing sessions following communication of situations. 6.2. Evaluate, document and report outcomes of applied communication strategies.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN036 Apply communication skills in nursing practice	HLTENN002 Apply communication skills in nursing practice	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information	Equivalent

		updated. Updated to reflect current industry practices and terminology.	

Assessment Requirements for HLTENN036 Apply communication skills in nursing practice

Modification History

N/A

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:

- communicate effectively within the context of the enrolled nurse scope of practice in three different situations that involve:
 - one situation involving a person, families or carers
 - one situation involving work colleagues.

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- National Safety and Quality Health Service (NSQHS) Standards: Communicating for Safety Standard
- Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM)
- Aboriginal and Torres Strait Islander health and principles of cultural safety
- culturally appropriate communication
- characteristics of effective partnerships in nursing:
 - confidentiality
 - trust
 - self-reflection
 - social conversation
 - creating a therapeutic environment
- documentation related to clinical handover
- communication strategies and techniques:
 - interviewing techniques
 - active listening
 - conflict resolution

- interpersonal communication
 - negotiating solutions
 - group dynamics
 - access and use of interpreters
- factors that facilitate and inhibit communication including cognitive and physical disability
- information technology use in professional communication
- principles underpinning nursing documentation including legal obligations
- principles, processes and practices of open disclosure in line with the Australian Open Disclosure Framework
- medical terminology used in clinical situations and relevant to enrolled nurse practice
- sensory losses and appropriate nursing responses
- social media policies relevant to nursing practice.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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’ requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN037 Perform clinical assessment and contribute to planning nursing care

Modification History

N/A

Application

This unit of competency describes the performance outcomes, 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 an individualised health plan of care.

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 (NMBA) regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Enrolled Nursing

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Perform admission assessment.	1.1. Introduce self and explain processes before commencing nursing assessment activities. 1.2. Collect and record admission information including gender, age, cultural, religious and spiritual information in accordance with organisational policies and procedures, and practice standards. 1.3. Perform baseline clinical assessment and document findings including vital signs. 1.4. Interpret and analyse objective and subjective assessment data against normal range. 1.5. Record lifestyle patterns, health history and current health practices. 1.6. Clarify emotional and physical needs of the families and carers. 1.7. Document and communicate alterations and deteriorations of health status.
2. Contribute to plan of nursing care.	2.1. Analyse health history and health assessment to identify risks, likely impacts on daily living activities and care needs. 2.2. Use a problem-solving approach to assist comprehensive nursing care planning. 2.3. Clarify and reflect the person's interests and physical, emotional and psychosocial needs in nursing care planning and documentation.
3 Evaluate and modify plan of nursing care.	3.1. Analyse, evaluate and review nursing care planning decisions with registered nurse and multidisciplinary health care team. 3.2. Confirm with the person, families or carers that planned nursing care reflects their needs including their uniqueness, culture, religious beliefs and management of stress. 3.3. Ensure plan of nursing care is based on principles of contemporary, evidence-based practice and incorporates risk assessment. 3.4. Review and evaluate plan of nursing care to ensure care needs are met.
4. Perform discharge procedures.	4.1. Collect discharge planning data.

	• 4.2. Contribute to nursing assessment and document issues to facilitate discharge. • 4.3. Identify community support services and resources to assist in discharge planning. • 4.4. Check to ensure discharge requirements are planned and updated including follow up requirements, discharge prescriptions, My Healthcare Record, referrals and reports for ongoing treatment to health practitioners.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN037 Perform clinical assessment and contribute to planning nursing care	HLTENN003 Perform clinical assessment and contribute to planning nursing care	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTENN037 Perform clinical assessment and contribute to planning nursing care

Modification History

N/A

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:

- perform nursing admission and discharge as per organisational policies and procedures for:
 - one person in the workplace.
 - one person in the workplace or in a simulated environment.
- conduct comprehensive clinical health assessment on two different persons including:
 - blood glucose monitoring.
 - vital signs.
 - integumentary assessment.
 - urinalysis
 - neurological observations.
 - neurovascular observations.
 - pain assessment.
- develop one plan of nursing care based on the comprehensive clinical health assessment.

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- admission and discharge planning procedures and processes and documentation required.
- human growth and developmental stages.
- influences of genetics and environment on development.
- impact of family on a person's 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 aids to assist activities.
- how to perform clinical measurements and assessments for:
 - vital signs.
 - blood glucose level test.
 - height and weight.
 - oxygen therapy.
 - neurological observation and conscious state.
 - neurovascular observation.
 - sensory perception, personal aids and devices required for hearing and sight.
 - skin assessment.
 - urinalysis
 - pain assessment
 - gastrointestinal and bowel sounds
- techniques for interpretation and analysis of health-related information.
- principles for undertaking a health assessment.
- signs, symptoms and response to a deteriorating person.
- how and when to report person's deterioration.
- wellness approach to health, including physiology and psychosocial aspects.
- variations in health needs and activities of daily living across a person's lifespan.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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' requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN038 Implement, monitor and evaluate nursing care

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to implement nursing care as outlined in a person's nursing care plan, evaluate outcomes of care provided, record and report progress, and respond to emergency situations.

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 (NMBA) regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Enrolled Nursing

Elements and Performance Criteria

Elements	Performancecriteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Prepare a person for nursing care procedures.	1.1. Explain procedures, preparation required and timeframe involved, and gain consent. 1.2. Apply culturally safe approaches for all peoples including specific approaches required for Aboriginal and Torres Strait Islander peoples. 1.3. Maintain privacy and dignity during preparation and procedures.
2. Implement nursing care procedures to meet identified needs.	2.1. Provide assistance to address personal and oral hygiene and dressing and grooming needs to achieve health outcomes. 2.2. Identify contributing factors and implement strategies to prevent skin problems and manage skin integrity. 2.3. Confirm nutritional and elimination needs and apply strategies to meet identified needs. 2.4. Assist respiratory function by demonstrating and promoting deep breathing and coughing exercises. 2.5. Use measures to promote comfort, rest and sleep. 2.6. Encourage the person to contribute to their own independence and mobility through active and passive exercises. 2.7. Identify and respond to signs and symptoms of emergency situations and conditions. 2.8. Use emergency procedures and initiate basic life support according to organisational policies and procedures.
3. Monitor identified nursing care needs.	3.1. Maintain ongoing monitoring through observation and using equipment and devices. 3.2. Prioritise work activities to address urgent needs and maintain a balanced approach to own workload. 3.3. Record and report concerns in the person's condition and behaviour to the registered nurse, and report situations of risk according to organisational policies and procedures.

4. Evaluate outcomes of nursing care provided.	4.1. Identify and evaluate own contribution to nursing plan of care. 4.2. Evaluate progress towards planned outcomes as documented in the plan of care. 4.3. Make required changes to nursing plan of care in line with nursing best practice. 4.4. Record and report evaluation of nursing care provided.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN038 Implement, monitor and evaluate nursing care	HLTENN004 Implement, monitor and evaluate nursing care plans	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTENN038 Implement, monitor and evaluate nursing care

Modification History

N/A

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:

- implement and monitor two different nursing plans of care in the workplace.
- evaluate one nursing plan of care
- use emergency codes and perform basic life support in a simulated environment on an adult, child and infant manikin according to organisational policies and procedures.

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- role of the Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM)
- Aboriginal and Torres Strait Islander health and principles of cultural safety
- 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
 - eye care
 - aural care
 - continence and elimination
 - continence management including aids and devices
 - physical comfort
 - sleep disturbances
 - oral hygiene
 - immobility

- respiration and circulation
- fluid and nutritional deficits
- pain assessment and interventions
- confirming underlying medical condition
- sensory deficits including use of personal aids and devices
- cognitive deficits
- allergic reactions
- severe intolerances
- age
- length of stay
- mental health condition
- pain
- presence of morbidity and co-morbidities
- basic life support using Australian Resuscitation Council (ARC) guidelines
- risk prevention strategies:
 - 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
- recording and reporting requirements for comprehensive clinical handovers
- organisational procedures for evaluation of nursing outcomes.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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’ requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN039 Apply principles of wound management

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to apply contemporary wound management principles to the care of persons with various types of wounds. It involves working with the registered nurse within the multidisciplinary health care team to contribute to the assessment, treatment and ongoing management of 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 (NMBA) regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

N/A

Elements and Performance Criteria

Elements	Performancecriteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Prepare for wound care management.	1.1. Use infection control principles to minimise cross-infection during nursing assessment and implementation of wound management plans. 1.2. Interpret wound management plan relating to wound care including dressing type and frequency of intervention. 1.3. Identify stage of wound healing and determine wound care product.
2. Contribute to development and implementation of a wound plan of care.	2.1. Apply findings from physical health status and wound pain assessment to implement wound care. 2.2. Apply requirements of wound healing physiology and aetiology to the wound care plan. 2.3. Identify wound management products and techniques for each phase of wound healing. 2.4. Contribute to an individual wound management plan in consultation with the registered nurse. 2.5. Apply requirements of wound classification in wound care planning. 2.6. Document wound management plan for intervention and assessment. 2.7. Implement contemporary wound management strategies to manage the person's wounds. 2.8. Apply requirements of wound healing phase of haemostasis. 2.9. Apply requirements of preventative wound care strategies to develop and implement the wound care plan. 2.10. Apply contemporary assessment techniques to implement wound care strategies, in accordance with national standards and organisational policies and procedures. 2.11. Access and prepare wound dressing products as required in the wound

	management plan for the identified phase of wound healing. • 2.12. Dispose of used articles including hazardous waste according to organisational policies and procedures. • 2.13. Make the person comfortable and complete required wound management documentation.
• 3. Assess and document wound and wound care plan.	• 3.1. Assist assessment of the wound using medical terminology. • 3.2. Apply requirements of the physiological and biochemical processes associated with normal wound healing when assessing wounds. • 3.3. Identify factors that impact on wound healing including psychosocial impact of a wound. • 3.4. Identify common problems and complications of wounds. • 3.5. Document the wound care plan. • 3.6. Apply universal precautions and infection control principles to the wound care plan.
• 4. Apply wound management strategies to wounds.	• 4.1. Apply requirements of wound complexity and the pathological processes of wound healing for wounds. • 4.2. Identify common problems and complications of wounds. • 4.3. Adhere to aseptic technique in the application of wound care. • 4.4. Adhere to aseptic technique to remove wound sutures, surgical clips and to shorten and remove wound drains. • 4.5. Participate in the development, review and assessment of individualised wound plans.
• 5. Assist in evaluating outcomes of nursing actions.	• 5.1. Involve person and carer in assessment process. • 5.2. Monitor responses to wound management strategies, and progress towards planned wound management goals.

	• 5.3. Assess, document and communicate progress of wound healing and wound care strategy outcomes using contemporary wound management terminology. • 5.4. Assist in assessing wound management strategies and products used. • 5.5. Communicate assessment findings for modified and alternative wound management strategies, procedures and goals for the person. • 5.6. Work within a cost-effective framework for wound management. • 5.7. Identify, plan and apply health education and promotion strategies to wound management.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN039 Apply principles of wound management	HLTENN006 Apply principles of wound management in the clinical environment	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Not equivalent

Assessment Requirements for HLTENN039 Apply principles of wound management

Modification History

N/A

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:

- perform wound care, including wound assessment, wound care planning and health education in the workplace on three different wounds.

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- National Safety and Quality Health Service (NSQHS) Standards
- Aseptic Non Touch Technique (ANTT) guidelines for wound dressings
- community and educational resources and professional organisations associated with wound management
- historical development of contemporary wound management strategies
- pain management and medication administration timeframes to wound care
- causes of wounds:
 - micro-organisms
 - common fungal infections
 - common viral infections
 - surgical
 - trauma
 - chronic illness
- organisational policies and procedures for wound care
- wound management terminology
- rapid response to physical injury:
 - to control bleeding:
 - vasoconstriction

- platelet response
 - biochemical response
 - three phases of tissue repair and regeneration:
 - inflammation (0 - 4 days)
 - reconstruction (2 - 24 days)
 - maturation (24 days - 1 year)
- wound management techniques:
 - wound debridement
 - wound drains and wound drainage systems
 - wound specimen collection
 - interpreting laboratory results in consultation with registered nurse and multidisciplinary health care team
 - doppler assessment
 - compression therapy
 - wound cleansing
 - wound measurement
 - clinical photography
 - wound tracing
- types of wounds:
 - surgical wounds
 - pressure ulcers
 - venous ulcers
 - arterial ulcers
 - mixed ulcers
 - malignant wounds
 - neuropathic ulceration wounds
 - infected wounds
 - burns
 - fistulas and sinuses
 - skin grafts
 - traumatic
 - skin tears
- wound management strategies:
 - wound management principles

- moist wound healing
- comprehensive assessment
- individualised wound plan of care
- skin assessment
- risk assessment
- pressure support and relieving devices
- prevention programs
- wound characteristics
- procedures for collecting wound specimens for microbiology and cytology
- selection of wound products:
 - primary dressing
 - secondary dressing
 - wound cleansing.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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’ requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN040 Administer and monitor medicines and intravenous therapy

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to administer and monitor medicine and intravenous (IV) therapy including calculating dosage requirements, reading and applying written instructions from an authorised prescriber, assessing the person for medicine 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 (NMBA) regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Enrolled Nursing

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Minimise potential risk to ensure safe administration of medicine.	1.1. Refer to drugs and poisons schedules and classifications as determined by law. 1.2. Identify indications for prescribed medicine and intravenous (IV) therapy. 1.3. Identify pharmacology and substance incompatibilities in relation to specific situations involving medicine administration, blood and blood products. 1.4. Evaluate the effect of commonly used medicine and IV fluids on the body before medicine administration and IV infusion. 1.5. Refer to medical history records to identify documented allergies and contraindications.
2. Prepare for medicine administration and infusion of IV fluids.	2.1. Explain the process of medicine administration and IV fluid infusion to the person, confirm their understanding and obtain consent. 2.2. Identify correct administration route and site for medicine and IV fluid to be administered and position the person. 2.3. Calculate accurate medicine dosage and IV fluid infusion rate for administration of drugs. 2.4. Prepare medicine in accordance with legislative and jurisdictional requirements and organisational policies and procedures. 2.5. Identify medicine administration techniques and precautions specific to the person's situation and as per medicine orders. 2.6. Prepare blood and blood products for blood transfusions according to organisational policies and procedures. 2.7. Assess intravenous access site and line for abnormalities and refer to registered nurse and treating team as required in accordance with the National Safety and Quality Health Service (NSQHS) Standards.
3. Administer and store medicine.	3.1. Administer medicine and IV fluid to the person applying the Rights of Medication Administration and in accordance with jurisdictional and legislative requirements,

	organisational policies and procedures and professional practice standards. • 3.2. Report a person's refusal of medicine, IV therapy and incomplete medicine and IV therapy administration to the supervising registered nurse. • 3.3. Ensure medicine and blood and blood products are stored, handled and disposed of according to legislation, organisational policies and procedures and manufacturer instructions.
• 4. Monitor and evaluate a person's response to administered medicine, IV fluids and blood and blood products.	• 4.1. Identify, monitor, document and report acute and delayed adverse reactions of the person to administered medicine, IV fluids, blood and blood products. • 4.2. Implement emergency actions in response to identified adverse event. • 4.3. Monitor and evaluate IV cannula according to organisational policies and procedures. • 4.4. Provide information to the person, families or carer relating to administration of medicines including possible side effects.
• 5. Assess effectiveness of pain-relieving medicine.	• 5.1. Undertake comprehensive pain assessment. • 5.2. Clarify location and nature of pain and discomfort, taking into account factors that influence person's perception of pain. • 5.3. Identify prescribed medicines and complementary strategies to alleviate pain and discomfort. • 5.4. Assess evaluate and document medicine effectiveness and undertake comprehensive pain assessment.

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN040 Administer and monitor medicines and intravenous therapy	HLTENN007 Administer and monitor medicines and intravenous therapy	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Not equivalent

Assessment Requirements for HLTENN040 Administer and monitor medicines and intravenous therapy

Modification History

N/A

Performance Evidence

Demonstrate evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- for two people:
 - reference medical history records to identify documented allergies and contraindications
 - use the Rights of Medication Administration and calculate medicine with 100% accuracy to administer medicines:
 - oral medicine including two in simulation and three in the workplace
 - sub-cutaneous injection including one in simulation and one in the workplace
 - intramuscular injection in simulation
 - peripheral IV injection including one in simulation and one in the workplace
 - prepare equipment for IV therapy and blood and blood products
 - monitor administration including assessing cannula site

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- legal requirements for practice parameters of enrolled nurse in relation to the administration and documentation of medicine, including legal requirements for each route of administration
- Australian Commission on Safety and Quality in Health Care (ACSQHC) National Standard Medication Charts
- legal and regulatory framework including Commonwealth and State/Territory drugs and poisons acts, regulations and codes
- pharmacology of medicine:
 - pharmacodynamics

- pharmacokinetics
 - pharmacotherapeutics
 - therapeutic drug levels
 - anaphylactic reactions
 - adverse reactions
 - contraindications
 - precautions
 - side effects
- management of potential complications of blood transfusion
- safe transport, storage, handling, checking and disposal of blood and blood products
- Rights of Medication Administration requirements:
 - right medicine
 - right dose
 - right prescription
 - right route
 - right time
 - right person
 - right expiration date
 - right to refuse
 - right documentation
 - right response
 - right form
- high risk medicine as per the ACSQHC
- how medicine is administered via the following routes:
 - oral
 - sublingual and buccal
 - inhalation
 - subcutaneous
 - intramuscular
 - intravenous
 - enteral
 - intranasal
 - ocular
 - rectal

- transdermal
- vaginal
- aural
- IV medicine administration methods:
 - push
 - bolus
 - gravity
 - electronic infusion pump
 - secondary line
 - syringe driver
 - subcutaneous
- intravascular access devices:
 - central venous catheter (CVC)
 - peripherally inserted central catheter (PICC)
 - vascath
 - implanted venous port
 - Hickman
- access devices:
 - peripheral
 - central
 - percutaneous
 - subcutaneous
- patient-controlled analgesia (PCA)
- pharmacodynamic effects of medicine groups:

Anaesthetics	Anticonvulsants
Analgesia	Antidepressants
Antacids	Antidiarrheals
Antianginals	Antiemetics
Anxiolytics	Antifungals
Antiarrhythmics	Antihistamines
Antibiotics	Antihypertensives
Anticholinergics	Anti-inflammatory
Anticoagulants	

Antineoplastics Antiparkinsonian Antipruritic Antipsychotics Antiseptics Antiulcer Antivirals	Hormones Hypnotics, sedatives Hypoglycaemics Insulin
Beta-blockers Benzodiazepines Bronchodilators	Electrolyte solutions
Laxatives/aperients	Ophthalmic, otic Nasal medicine – nasopharyngeal medicine
Contraceptives Corticosteroids	Diuretics
Including narcotic analgesia	Vitamins

- techniques for calculating medicine dosages:
 - calculation formulae
 - ACSQHC tall man lettering
 - commonly used dose measurement:
 - microgram (microg, MICROg)
 - milligram (mg)
 - gram (g)
 - millilitre (mL)
 - litre (L)
 - millimole (mmol)
 - calculation of dosages of injectable drugs including liquid and solid unit dosages
 - flow rate:
 - drops per minute
 - millilitres per hour
 - paediatric dosage calculations including body weight, surface area and age-related dose reduction

- geriatric dosage calculations including body weight, surface area and age
 - dose administration aids (DAAs) where dose is already calculated
- organisational policies and procedures for addressing medicine errors
- drugs commonly used for fluid and electrolyte imbalance:
 - alkalisers
 - diuretics
 - electrolytes
 - replacement solution.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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’ requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN041 Apply legal and ethical parameters to nursing practice

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to work within 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 (NMBA) regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Enrolled Nursing

Elements and Performance Criteria

Elements	Performancecriteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Practise within scope of professional nursing practice.	1.1. Identify legislative requirements relevant to professional nursing practice and explain how these requirements impact own nursing practice. 1.2. Comply with requirements of legislation related to nursing practice and identify implications of non-compliance. 1.3. Apply codes of ethics, codes of conduct and the enrolled nurse standards for practice. 1.4. Function within scope of jurisdictional requirements for enrolled nurse professional nursing practice. 1.5. Respond to each person in accordance with organisational policies and procedures, including responding appropriately and sensitively to complaints. 1.6. Complete documentation in accordance with State/Territory legislation and organisational policies and procedures. 1.7. Monitor and record compliance with legal obligations and requirements.
2. Apply legal framework to nursing practice.	2.1. Apply concepts of negligence, duty of care and vicarious liability to professional practice as an enrolled nurse. 2.2. Obtain consent before undertaking treatment and procedures. 2.3. Apply principles of restraint including correct intent and application of restraint. 2.4. Use and interpret common legal terms associated with nursing practice. 2.5. Write nursing practice reports according to legal requirements and organisational expectations and requirements. 2.6. Observe privacy and confidentiality requirements in accordance with legislative requirements and organisational policies and procedures.
3. Apply ethical concepts to clinical practice.	3.1. Identify and describe ethics and its place in nursing practice.

	• 3.2. Apply ethical practice in own interactions with the person, families or carers and colleagues. • 3.3. Identify 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 organisational 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, families and carers.	• 4.1. Comply with legal responsibilities and duty of care requirements in care activities and interactions with the person, families and carers. • 4.2. Encourage person to exercise their right to make informed decisions about their care. • 4.3. Demonstrate respect and support for dignity of the person, families and carers. • 4.4. Advocate for the person, families and carers in accordance with jurisdictional enrolled nurse scope of practice.
• 5. Apply open disclosure processes.	• 5.1. Reflect on and apply the principles and processes of open disclosure in own work in a health care environment. • 5.2. Identify the roles of other health care workers in relation to open disclosure.

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN041 Apply legal and ethical parameters to nursing practice	HLTENN008 Apply legal and ethical parameters to nursing practice	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTENN041 Apply legal and ethical parameters to nursing practice

Modification History

N/A

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:

- work within and reflect on the legal and ethical parameters that apply to professional nursing practice in one documented situation in the workplace
- work within and reflect on the legal and ethical parameters that apply to professional nursing practice in one documented situation related to an Aboriginal and Torres Strait Islander person.

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- national, State or Territory and local legal and ethical considerations relevant to the nursing profession, and how these are applied in nursing practice:
 - vulnerable person check
 - role of the NMBA in regulating the nursing profession including:
 - code of ethics for nurses in Australia
 - code of conduct for nurses
 - decision-making framework
 - enrolled nurse standards for practice
 - nursing guidelines and practice fact sheets
 - role of the Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM)
 - Aboriginal and Torres Strait Islander health and principles of cultural safety
 - continuing professional education opportunities
 - direct and indirect discrimination and its implications
 - duty of care
 - equal employment opportunity (EEO)

- human rights including access to health care
- informed consent
- anti-discrimination legislation
- declaration on the Rights of Indigenous Peoples
- 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
- privacy, confidentiality and disclosure
- policy frameworks for nursing practice
- social media policy and the potential implications on ethics, professionalism and nursing
- Commonwealth and State or Territory legislation and legal provisions that affect the development of nursing programs and provision of services and procedures:
 - Health Practitioner Regulation National Law Act (the National Law) enacted in each State or Territory
 - National Safety and Quality Health Service (NSQHS) Standards
 - health legislation relating to drugs, medicines and poisons
 - mental health legislation
 - Privacy Act
 - Health Records Act
 - Aged Care Act
 - carers recognition legislation
 - Criminal Code Act
 - Disability Discrimination Act and associated anti-discrimination legislation
 - children and young people legislation enacted in each State or Territory
 - working with children legislation as enforced in each State or Territory
 - workplace health and safety (WHS) legislation
- 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:
 - definitions of ethics, bioethics and nursing ethics
 - theoretical concepts informing ethical conduct
 - ethical issues in relation to:
 - voluntary assisted dying.
 - advanced care directive.
 - abortion
 - tissue transplantation.
 - reproductive technology.
 - organ donation.
 - restraint
 - open disclosure
 - quality of life
 - conscientious objection
 - abuse
 - consent
 - artificially prolonging life.
 - refusal and withdrawal of treatment.
 - stem cell research.
 - cultural and religious matters.
- application of the law to enrolled nurse practice including:
 - civil, common and statute law, the court system, precedents and sources.
 - law of torts including negligence, trespass, assault and battery, types of consent, valid consent, legal and intellectual, capacity, clinical incapacity, false imprisonment and defamation
 - common legal terms including vicarious liability, defendant, plaintiff, harassment, expert witness, coronial inquests, functions of the coroner and giving evidence to the coroner.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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' requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN042 Implement and monitor care for a person with mental health conditions

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to contribute to the nursing care and treatment 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 (NMBA) regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Enrolled Nursing

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Identify and address mental health legislation requirements.	1.1. Identify and evaluate the key features of mental health legislation as they apply to own work practices and the health care setting. 1.2. Describe values and philosophies that apply to mental health care. 1.3. Support the rights and dignity of the person with a mental health condition. 1.4. Work in a manner that reflects underpinning values and philosophies of mental health care and is consistent with legal obligations.
2. Respond to signs of mental health conditions.	2.1. Identify conditions relating to the mental state and behaviour using broad classifications of mental health conditions and terms associated with mental health conditions. 2.2. Recognise signs and symptoms of mental health conditions and respond within the scope of an enrolled nurse. 2.3. Recognise biopsychosocial effects in the person with a mental health condition. 2.4. Recognise impacts that racism, discrimination, negative stereotyping and stigma can have on a person with a mental health condition and ensure own interactions with the person are positive. 2.5. Negotiate with the person with a mental health condition.
3. Contribute to care planning and conduct initial clinical observations.	3.1. Undertake risk assessment, using recognised risk assessment methodology, under supervision of a registered nurse to develop the plan of care for the person. 3.2. Participate in multidisciplinary health care team meetings to ensure resources and approaches used in care planning meet individual and group needs. 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 organisational

	policies and procedures in response to signs and symptoms of reduced physical health. • 3.5. Apply recovery principles to nursing care with support from multidisciplinary health care team to maximise health outcomes for individuals and groups.
• 4. Contribute to recovery of a person with a mental health condition.	• 4.1. Plan, prioritise and implement nursing interventions with the person, registered nurse, multidisciplinary health care team and the person's families and carers. • 4.2. Respect the person's dignity and uniqueness and use strategies to encourage their contribution to their own plan of care. • 4.3. Assist the person, families and carers to participate in therapeutic interventions. • 4.4. Confirm the person understands the use, administration methods and possible effects of medications including known adverse effects. • 4.5. Advise the person, families and carers about community resources and opportunities and adapt the advice to the individual needs of the person. • 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

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN042 Implement and monitor care for a person with mental health conditions	HLTENN009 Implement and monitor care for a person with mental health conditions	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTENN042 Implement and monitor care for a person with mental health conditions

Modification History

N/A

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:

- for two different people with a mental health condition, one in the workplace and one in the workplace or simulation:
 - use health information and clinical presentation to reach a conclusion of possible nursing interventions reflective of the mental health condition
 - analyse, plan and evaluate the health care of people with a mental health condition.

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- 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 racism, stigma, discrimination, culture and belief systems on a person with a mental health condition
- common mental health conditions by classification and disorder, and their treatment and management:
 - mood disorders
 - anxiety disorders
 - dual diagnosis
 - substance abuse disorders
 - psychotic disorders
 - eating disorders
 - organic disorders

- self-harm
- de-escalation response in distress and crisis including:
 - communicating
 - identifying possible causal factors and addressing where possible
 - enlisting support and assistance from colleagues
 - managing personal safety and violence prevention
- common behaviours associated with mental health conditions, and the effect of behaviours on the person and others
- techniques for managing challenging behaviours:
 - recognising and deflecting triggers
 - active listening and observation
 - effectively communicating
 - seeking expert assistance
- the principles of recovery in the mental health context
- national framework for Australian Government recovery-orientated mental health services
 - National Safety and Quality Health Care Service (NSQHC) Standards
 - jurisdictional Mental Health Act
- role of Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM)
- Aboriginal and Torres Strait Islander mental health and cultural safety
- impacts of inter-generational trauma
- key features of mental health legislation:
 - assessment and treatment provided in the least intrusive and restrictive way
 - people supported to make and participate in decisions about their assessment, treatment and recovery
 - individuals' rights, dignity and autonomy protected and promoted
 - priority given to comprehensive care and support options that are responsive to individual needs
 - wellbeing and safety of children and young people protected and prioritised
 - carers recognised and supported in decisions about treatment and care
- key terms associated with mental health conditions
- strategies for managing individual wellbeing and oral health issues related to medication, adverse effects, and the interplay between mental health and physical states.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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’ requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN043 Implement and monitor care for a person with acute health conditions

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to meet the assessed health care needs of people with acute health conditions.

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 (NMBA) regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Enrolled Nursing

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify acute health conditions.	1.1. Undertake comprehensive nursing assessment to identify acute health condition.

	1.2. Identify pathophysiology and psychosocial impact of the acute health condition and confirm nursing and health care needs. 1.3. Identify common aetiology of acute health conditions for common disorders of the human body.
2. Contribute to nursing care, education and planning for acute health conditions.	2.1. Contribute to health education and planning care of acute health conditions in consultation with the multidisciplinary health care team. 2.2. Implement nursing care appropriate to the plan of care for acute health conditions. 2.3. Contribute to person-centred care discussions with the multidisciplinary health care team. 2.4. Contribute to discharge planning.
3. Perform and evaluate nursing interventions for acute health conditions.	3.1. Analyse and problem solve to prioritise and implement nursing interventions to reflect changes with an acute health condition. 3.2. Gather, observe, evaluate, report and document responses to provided care including variations from expected outcomes and concern for the deteriorating person. 3.3. Develop and prioritise the plan of care. 3.4. Implement and evaluate nursing care for delegated elements of acute health conditions based on comprehensive nursing assessment.
4. Contribute to nursing care for planned interventional treatments and procedures.	4.1. Contribute to the plan of care that considers the status of acute care presentations. 4.2. Implement nursing management for planned interventional treatments and procedures. 4.3. Identify and implement post treatment and procedural nursing care and associated documentation. 4.4. Implement post treatment and procedure observations and documentation and report unexpected outcomes and observations. 4.5. Recognise acute deterioration, prioritise and escalate care, implement the escalation process and report to the registered nurse.

	4.6. Identify and implement pain management interventions to minimise immobility risks and promote optimal health status and recovery.
5. Contribute to emergency response in the acute care environment.	5.1. Identify and implement enrolled nurse's role and responsibilities in an emergency response. 5.2. Use emergency equipment in an emergency situation. 5.3. Identify and implement the emergency response plan including preparing and using emergency equipment, medicine, documentation, after care required in an emergency response and resuscitation.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN043 Implement and monitor care for a person with acute health conditions	HLTENN005 Contribute to nursing care of a person with complex needs	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTENN043 Implement and monitor care for a person with acute health conditions	HLTENN011 Implement and monitor care for a person with acute health problems	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Not equivalent

Assessment Requirements for HLTENN043 Implement and monitor care for a person with acute health conditions

Modification History

N/A

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:

- for one or more persons with an acute health condition:
 - analyse health information and the clinical presentation 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
 - perform nursing interventions for acute health treatment in the workplace including pre-operative preparation and post operative care
 - implement nursing interventions including:
 - monitoring of vital signs and neurological observations
 - assessing chest pain
 - inserting and removing indwelling urinary catheter (IDC)
 - replacing, removing and shortening a drain device
- analyse health information and clinical presentation of one Aboriginal and Torres Strait Islander person to reach an accurate conclusion on possible culturally safe health care planning and nursing interventions.

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role of Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM)
- Aboriginal and Torres Strait Islander health and principles of cultural safety
- acute health conditions including:
 - renal disorders
 - gastrointestinal disorders
 - neurological disorders

- respiratory disorders
 - cardiovascular disorders
 - integumentary disorders
 - central nervous system disorders
 - musculoskeletal disorders
 - reproductive disorders
 - sensory disorders
 - endocrine disorders
- clinical manifestations of acute disease states and illnesses requiring nursing interventions
- signs of deterioration
- escalating care
- comprehensive approach to care in the acute care environment including nursing interventions and outcomes
- techniques for recording electrocardiograph (ECG)
- pre- and post-operative nursing care as charted
- post-operative nursing care:
 - level of consciousness
 - vital signs
 - fluid intake and output:
 - urinary retention
 - vomiting
 - wound and drain care
 - intravenous therapy
 - IDC
 - pain assessment
 - surgical drains and dressings
 - neurovascular observations
 - skin colour
 - intercostal catheter
 - underwater seal drainage (UWSD)
 - pressure area care
 - oral care
 - passive and active exercise

- documentation
- techniques to perform interventions:
 - oropharyngeal and tracheostomy suctioning
 - UWSD tube management
 - intercostal catheter care
 - ostomy and stoma care
 - musculoskeletal traction
 - anti-embolic treatments.
 - care of drainage devices
 - care of suprapubic catheter
 - inserting and removing IDC
 - applying isolation nursing practices
 - inserting and removing nasogastric (NG) tubes
 - feeding through NG tubes and percutaneous feeding tube
 - nasogastric and percutaneous nutrition.
 - performing blood specimen collection (venepuncture)
- medical devices:
 - continuous positive airway pressure (CPAP) and bilevel positive airway pressure (BiPAP)
 - peripherally inserted central catheter (PICC) and midline management
 - pacemakers and defibrillators
- principles of acute surgical nursing and associated interventions:
 - shock
 - sepsis
 - burns
 - angina
 - dehydration
- principles of surgical nursing and associated surgical procedures and terminology:
 - elective and emergency surgery
 - anaesthetics
 - amputation
 - general surgery
 - thoracic surgery
 - colon and rectal surgery

- obstetrics and gynaecology
- gynaecologic oncology
- neurological surgery
- ophthalmic surgery
- oral and maxillofacial surgery
- orthopaedic surgery:
 - hand
 - sports medicine
 - paediatric orthopaedics
 - spine surgery
 - foot and ankle
 - joint replacement
 - trauma
 - oncology
- otolaryngology
- paediatric surgery:
 - neonatal
 - prenatal
 - trauma
 - oncology
- urology
- vascular surgery
- plastic and maxillofacial:
 - hand surgery.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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' requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN044 Implement and monitor care for a person with chronic health conditions

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to meet the assessed health care needs of people with chronic health conditions.

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 (NMBA) regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Enrolled Nursing

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Identify impact of chronic health condition on a person.	1.1. Identify chronic health condition and seek information to confirm impact of health condition. 1.2. Develop plan of care based on application of evidence-based knowledge of condition on body systems. 1.3. Identify common chronic health conditions and health and lifestyle limitations.
2. Contribute to chronic health education and care planning.	2.1. Contribute to person-centred care and development of self-management strategies. 2.2. Evaluate and document response to nursing care including variations and unexpected outcomes. 2.3. Identify and contribute to health education and evaluation of impact of chronic health condition. 2.4. Identify community-based care services available for restorative and rehabilitation care. 2.5. Confirm health and lifestyle adjustments for chronic condition in planning care. 2.6. Contribute to and implement nursing care for chronic condition.
3. Implement and evaluate nursing interventions in chronic health conditions.	3.1. Apply nursing interventions considering physical, emotional and psychosocial needs. 3.2. Encourage and support informed independent decision making for optimal chronic condition health outcomes. 3.3. Perform nursing interventions based on the plan of care cultural diversity, dignity and respect. 3.4. Encourage and incorporate self-care into the plan of nursing care for interventions.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN044 Implement and monitor care for a person with chronic health conditions	HLTENN005 Contribute to nursing care of a person with complex needs	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN044 Implement and monitor care for a person with chronic health conditions	HLTENN012 Implement and monitor care for a person with chronic health problems	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Not equivalent

Assessment Requirements for HLTENN044 Implement and monitor care for a person with chronic health conditions

Modification History

N/A

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:

- analyse health information and clinical presentation of two persons, at least one must be Aboriginal and Torres Strait Islander
- perform nursing interventions in the workplace contributing to the support of two people who have chronic health conditions

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- broad context for chronic disease:
 - role of World Health Organization (WHO) in the management and prevention of chronic disease
 - Australian health priorities for chronic disease and prevention
 - common chronic health conditions in Australia
 - Australian health priorities for chronic disease and prevention in Aboriginal and Torres Strait Islander people
 - impacts of chronic disease:
 - social
 - emotional
 - physical
 - psychological
 - financial
- rehabilitation strategies and equipment used for treatment of chronic health conditions:
 - physiotherapy
 - diabetic support
 - occupational therapy

- hydrotherapy
 - complementary therapies
 - ambulatory aids
 - prosthetic devices
- chronic health conditions:
 - renal disorders
 - gastrointestinal disorders
 - neurological disorders
 - respiratory disorders
 - cardiovascular disorders
 - integumentary disorders
 - central nervous system disorders
 - musculoskeletal disorders
 - reproductive disorders
 - sensory disorders
 - endocrine disorders
- techniques for performing nursing interventions
- strategies to address and manage chronic disease in the relevant work context:
 - prevention
 - use of treatments
 - principles of and practices for person-focused nursing practice
 - maintenance of positive life roles
 - behavioural changes
 - stages of change to establish readiness for attitudinal and behavioural change
 - principles of optimal restorative, palliative and end of life care
- role of Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM)
- Aboriginal and Torres Strait Islander health and principles of cultural safety.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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' requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN045 Implement and monitor care of the older person

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to perform nursing interventions to support the social and emotional wellbeing and nursing care needs of the older person in care.

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 (NMBA) regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Enrolled Nursing

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Respond to health requirements of an older person.	1.1. Apply requirements of age-related physical changes and transitions and the psychosocial needs of the person, families and carers to own practice. 1.2. Identify age-related pathophysiological disorders and how they may affect the person, families and carers. 1.3. Adjust communication for people who have sensory impairments. 1.4. Apply interventions to ameliorate care. 1.5. Develop and implement strategies to ensure social inclusiveness and cultural diversity. 1.6. Identify and respond to signs of distress and behaviours of concern.
2. Contribute to the plan of care for an older person.	2.1. Assess older person's health using aged care assessment tools. 2.2. Identify possible age-related effects of polypharmacy. 2.3. Document and report health findings according to organisational policies and procedures. 2.4. Contribute to development of nursing plan of care within the context of the health care setting and organisational policies and procedures. 2.5. Recognise signs and symptoms to be applied to the plan of care including wellbeing and oral health problems. 2.6. Identify reablement abilities and limitations to promote capacity for self-care. 2.7. Discuss possible impacts of age-related pathophysiological disorders including impact capacity to perform daily living activities. 2.8. Document responses to nursing interventions and report changes.

• 3. Apply nursing practice in the aged care environment.	• 3.1. Identify factors and common stereotypes associated with ageing and how these can adversely impact the older person. • 3.2. Apply best practices to impact issues involved in aged care including impacts on families and carers. • 3.3. Consider own values, attitudes and beliefs to ensure interventions are conducted within scope of practice of the enrolled nurse. • 3.4. Promote health maintenance with the older person and provide information on available community services for the person, families and carers. • 3.5. Apply work practices reflecting theories of ageing and apply best practice care guidelines for older people.
• 4. Identify requirements and address issues in aged care nursing practice.	• 4.1. Identify legal requirements and possible ethical and other issues of concern in an aged care practice. • 4.2. Ensure own work practice accords with legal requirements, is ethical and supports the rights and dignity of the older person, families and carers. • 4.3. Advocate for the person, families and carers as required within own role parameters and organisational policies and procedures. • 4.4. Observe and respond to physical, emotional and mental signs of stress. • 4.5. Provide care for the deceased using standard precautions and in accordance with organisational policies and procedures and guidelines.
• 5. Use strategies related to the progressive and variable nature of cognitive impairment.	• 5.1. Identify the nature of cognitive changes and use treatments and nursing interventions. • 5.2. Provide activities suitable for people with cognitive changes reflecting their individual likes and dislikes. • 5.3. Communicate and apply strategies to relieve distress and agitation.

6. Develop and implement strategies to minimise impact of responsive behaviours.	6.1. Observe and document behaviours and environmental factors to assist in determining triggers contributing to responsive behaviours. 6.2. Identify potential impacts responsive behaviours have in determining a response. 6.3. Implement best practice strategies to minimise impact of responsive behaviours.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN045 Implement and monitor care of the older person	HLTENN013 Implement and monitor care of the older person	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTENN045 Implement and monitor care of the older person

Modification History

N/A

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:

- analyse health information and clinical presentation of two older people to reach a conclusion on possible nursing interventions related to their care in consultation with a registered nurse
- perform nursing interventions for one older person in the workplace with cognitive change or impaired cognition and one older person with the condition of frailty

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- role of aged care regulators.
- the potential impacts of dual and multiple diagnoses on identification and prioritisation of the older person's needs
- chronic psychological and age-related health problems
- sexuality and the older person
- personal hygiene:
 - activities of daily living (ADLs)
 - continence management
 - oral care
- counselling and support services and resources in the aged care environment and wider community
- support and comfort required for grieving families and carers within own role parameters
- difference between end-of-life care and palliative care of dying and after death care in consultation with registered nurse
- functional assessment tools for assessing older people, including recognition of cognitive impairment including delirium and depression

- nature of cognitive change related to progressive neurological condition and strategies and nursing interventions that can be used
 - diagnoses of dementia and how it presents
 - mini mental and psychogeriatric assessment scale using a developed and recognised standard assessment scale
 - the importance of a safe, physical, social and emotional environment for older people, and particularly for people with cognitive impairment
- legal and professional obligations relating to physical, chemical and psychological restraint
- legal and ethical issues and considerations, and assessment tools relevant to the older person:
 - advance care directives
 - Aged Care Act
 - Aged Care Funding instruments
 - Aged Care Quality Standards
 - carers recognition legislation
 - NMBA code of ethics and code of conduct for nurses
- primary health care and services for the older person
- stereotypes and influences on ageing
- physical triggers and strategies to respond to responsive behaviour:
 - distraction including reminiscing, walking and listening to music
 - behaviour modification
- pain management
- use of prescribed hearing aids and alternative listening devices
- integration of complementary therapies into practice settings
- elder abuse
- nursing assessments of the older person:
 - nutritional assessment
 - skin assessment
 - continence assessment
- physiology of the ageing process as it relates to disease processes:
 - sensory function
 - cardiac function
 - respiratory function
 - neurological function

- musculoskeletal function
- genitourinary function
- endocrine function
- renal function
- oncological disorders
- integumentary functions.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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’ requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN046 Contribute to maternal and infant health care

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to provide care to mother and newborn infant in postnatal, neonatal, child and family health care and paediatric health care 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 (NMBA) regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Enrolled Nursing

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Work as part of the maternity health care team.	1.1. Assist registered midwife by performing delegated aspects of care for mother and newborn infant. 1.2. Assist midwife to prepare mother to adopt safe practices in caring for newborn infant. 1.3. Record observations of mother and newborn infant and report abnormal observations to midwife. 1.4. Apply midwifery terms used during pregnancy and in postpartum care to contribute to care of newborn infant. 1.5. Document, report and escalate variances in care progress. 1.6. Provide delegated aspects of care for mother and newborn infant to support maternal and newborn infant health.
2. Support mother and newborn infant to meet identified goals.	2.1. Evaluate progress of mother and newborn infant towards goals in plan of care. 2.2. Review and discuss unmet goals in plan of care. 2.3. Assist the midwife to meet care goals and to support mother to interact with newborn infant. 2.4. Assist midwife to educate mother on delegated aspects of newborn infant health and offer information about available support services.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTENN046 Contribute to maternal and infant health care	HLTENN014 Contribute to maternal and infant health care	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTENN046 Contribute to maternal and infant health care

Modification History

N/A

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:

- provide maternity care for two mothers and their newborn infants in the workplace, in collaboration and consultation with midwife and multidisciplinary health care team involving:
 - umbilical cord care
 - preparation of feeding formulas
 - dressing newborn infant and changing newborn infant nappies
 - safe practice for bathing, holding, settling and positing newborn infant for sleeping
 - breastfeeding and care of mother's nipples

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role of midwife in antenatal and postpartum care
- anatomy and physiology and associated terminology related to pregnancy, birth, postnatal period, lactation and care of newborn infant
- breastfeeding support
- World Health Organization (WHO) code for breastfeeding, development and establishment of breastfeeding and benefits of breast milk and breastfeeding
- primary health care approaches to care planning
- community support services for maternal and newborn infant care
- community support services for Aboriginal and Torres Strait Islander maternal and newborn infant care including Aboriginal Community Controlled Health Organisations (ACCHO)
- common abnormalities of newborn infant

- common obstetric emergencies
- artificial formula use:
 - preparation volumes to be consumed according to age
 - methods for sterilisation of equipment
- process of grief associated with infant death and care of mother and family
- impact of cultural practices and beliefs in relation to birthing
- impact of cultural practices and beliefs in relation to Aboriginal and Torres Strait Islander communities birthing
- interactions with newborn infant:
 - individual differences in newborn infant needs for rest and sleep and rest patterns
 - signs of stress, distress and pain in newborn infant
 - safe and unsafe practices for use with newborn infants
 - practices and routines used by families and underlying cultural and 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 infant screening
- principles for recognising a deteriorating mother and newborn infant and raising issues of concern
- umbilical cord care
- role of Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM)
- Aboriginal and Torres Strait Islander health and principles of cultural safety.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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' requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN047 Apply nursing practice in the primary health care setting

Modification History

N/A

Application

This unit describes the performance outcomes, 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 comprehensive 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 the 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 (NMBA) regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Enrolled Nursing

Elements and Performance Criteria

Elements	Performance criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Work as part of a multidisciplinary health care team in a primary health care environment.	1.1. Apply principles of primary health care and work within the philosophical framework supporting the primary health care system. 1.2. Identify primary health care service model and roles and professional expertise of members of the multidisciplinary health care team. 1.3. Make decisions and initiate action based on results of clinical assessment in collaboration with members of the multidisciplinary health care team.
2. Provide health education and health promotion for illness prevention.	2.1. Identify health literacy issues that potentially inhibit the person's capacity to access, understand, evaluate and communicate information to ensure and improve their health. 2.2. Adopt strategies to support the person's capacity to gain and understand information. 2.3. Support the person to engage in illness prevention through health promotion programs. 2.4. Participate in health education programs and community groups.
3. Identify health presentation in the primary health care environment.	3.1. Identify clinical manifestations of health conditions and their presentation on health status. 3.2. Apply requirements of primary health issues of communities and target groups to identify and prioritise the nursing plan of care. 3.3. Perform comprehensive primary health assessment to gather health records determining priorities and potential areas of risk during implementation of the primary health care plan. 3.4. Confirm information with members of the primary health care team.

	3.5. Identify actual and potential environmental health issues and the impact on individuals and the community.
4. Perform nursing interventions that support health care needs.	4.1. Ensure nursing interventions reflect assessed care needs and individuality including cultural, religious, age, gender, physical, psychological and social needs. 4.2. Implement nursing interventions using respectful practices that support dignity and privacy. 4.3. Apply fundamentals to promote self-care. 4.4. Plan and adjust nursing interventions to meet optimal daily living activities. 4.5. Identify and prioritise nursing interventions according to the assessed care needs. 4.6. Initiate emergency treatment according to organisational policies and procedures.
5. Evaluate outcomes of planned primary health care and promote resources.	5.1. Monitor, evaluate and document response to nursing interventions, progress towards achieving planned primary health goals and report findings to multidisciplinary health care team. 5.2. Identify community and other resources to match needs and provide information on available resources and how to access them.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTENN047 Apply nursing practice in the primary health care setting	HLTENN015 Apply nursing practice in the primary health care setting	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTENN047 Apply nursing practice in the primary health care setting

Modification History

N/A

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:

- analyse health information and the clinical presentation of one person to reach a plan of care
- address the needs of one person using primary health care principles
- review and update a plan of care for one person to address primary health care needs

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- health challenges facing Australian communities including Aboriginal and Torres Strait Islander communities
- environmental health issues facing Australian communities including Aboriginal and Torres Strait Islander communities
- environmental health issues facing Australian communities
- philosophy underpinning primary health care
- philosophy underpinning Aboriginal Community Controlled Health Organisations (ACCHO)
- acute mental health episodes
- management of first aid and other emergency treatments specific to a community
- age specific health issues across the lifespan for infants, children, adolescents, adults and older people
- social determinants of health and wellness
- cultural determinants of health and wellness
- problem-solving strategies.
- evidence-based practice

- health including the illness continuum
- literature and professional bodies associated with primary health care management
- service delivery models:
 - preventative
 - curative
 - rehabilitative
- National Disability Insurance Scheme (NDIS) requirements
- role of Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM)
- Aboriginal and Torres Strait Islander health and principles of cultural safety
- telehealth, health informatics and technology
- national immunisation programs:
 - immunisation schedule
 - catch up immunisation schedule
 - screening for all ages.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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’ requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN048 Apply nursing practice in the emergency care setting

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to work as part of the emergency care team in an emergency care environment including hospital emergency department, primary health care service and mobile hospital service.

Enrolled nurses working in emergency care hold and apply specialised in-depth knowledge, 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 (NMBA), 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 NMBA regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Enrolled Nursing

Elements and Performance Criteria

Elements	Performance criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Work as part of emergency health care team.	1.1. Identify own role in providing emergency care and contributions made by emergency services personnel, referring agencies, the hospital and others in the emergency care team. 1.2. Provide nursing care in response to trauma and under emergency care conditions supporting the emergency care team. 1.3. Work in the emergency health care team to foster positive group dynamics with other health care professionals. 1.4. Identify and confirm emergency care needs and clarify problems and complications within scope of practice. 1.5. Undertake pre-, intra- and post diagnostic procedures in line with organisational policies and procedures and within scope of practice. 1.6. Apply requirements to prepare for transport to another care environment and health care facility. 1.7. Identify deteriorating patient in emergency care situations and respond in accordance with educational preparation, scope of practice and organisational policies and procedures. 1.8. Document nursing interventions and emergency care response to interventions provided.
2. Contribute to quality and safety of emergency nursing care.	2.1. Assess and prioritise emergency care activities rapidly in provision of emergency nursing care. 2.2. Identify potential and actual risks when providing emergency care and participate in organisational risk identification, assessment and management processes. 2.3. Analyse and problem solve to propose actions and implement nursing intervention. 2.4. Identify and escalate nursing care where patient acuity exceeds own knowledge, skill and assessed competence and consult with registered nurse and treating multidisciplinary health care team.

3. Promote improvement and advancement of emergency nursing.	3.1. Document outcomes of care and communicate findings to members of the emergency care team in accordance with organisational policies and procedures. 3.2. Evaluate nursing interventions provided and identified outcomes against evidence-based best practice in emergency care nursing. 3.3. Seek opportunities and participate in professional development to guide own practice and act as a resource for colleagues. 3.4. Identify symptoms of stress and professional burnout in self, peers and colleagues, and refer to services within organisational policies and procedures and scope of practice.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN048 Apply nursing practice in the emergency care setting	HLTENN016 Apply nursing practice in the emergency care setting	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTENN048 Apply nursing practice in the emergency care setting

Modification History

N/A

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:

- work as a member of the emergency health care team in the workplace providing emergency nursing interventions for:
 - 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
- provide advanced resuscitation on a simulation manikin and administer emergency medications according to organisational policies and procedures in a simulated environment
- conduct two activities to support quality and promote safe innovations in emergency nursing to an emergency team based on knowledge acquired through own professional development and learning

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- role of members participating in an emergency care team
- emergency care and first aid principles
- anatomy, physiology and pathophysiology sufficiently in-depth and specialised to make judgements and to make a professional contribution in the emergency care setting:
 - musculoskeletal injuries and head, neck and spinal injuries
 - hypovolemic shock

- poisonings and substance misuse
 - febrile convulsions and epilepsy
 - abusive and behaviour issues from injury and substance misuse
 - respiratory distress
 - emergency medical conditions
- purpose and indications of pathology and diagnostic tests:
 - blood tests commonly taken in emergency situations
 - skeletal X-rays
 - computerised tomography (CT) scan
 - magnetic resonance imaging (MRI) scan
 - positron emission tomography (PET) scan
 - electrocardiogram (ECG).

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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’ requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN049 Apply nursing practice in the orthopaedic care setting

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to assist people with orthopaedic conditions to regain optimal function and lifestyle.

Enrolled nurses providing orthopaedic nursing care hold and apply specialised in-depth knowledge, 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 (NMBA), 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 NMBA regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Enrolled Nursing

Elements and Performance Criteria

Elements	Performance criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Provide orthopaedic nursing care.	1.1. Analyse and problem solve to propose actions and implement nursing interventions. 1.2. Undertake comprehensive nursing assessment to develop, prioritise and implement nursing plan of care. 1.3. Provide, evaluate and document nursing care interventions of orthopaedic condition. 1.4. Identify where patient acuity exceeds own knowledge, skill and assessed competence and consult with registered nurse and multidisciplinary health care team.
2. Clarify impact of orthopaedic condition.	2.1. Revise current practices and how they apply to orthopaedic conditions and associated pathophysiology as they apply to each clinical manifestation. 2.2. Identify psychosocial impact and potential complications and clarify assessed nursing care needs. 2.3. Evaluate impacts and complications of orthopaedic condition. 2.4. Contribute to long-term management and planning of recovery phase of care.
3. Promote improvement and advancement of orthopaedic nursing.	3.1. Monitor and evaluate nursing care provided as part of the continuous improvement process. 3.2. Evaluate nursing interventions provided and identify outcomes against evidence-based best practice in orthopaedic nursing. 3.3. Seek opportunities and participate in professional development to guide own practice and act as a resource for colleagues.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN049 Apply nursing practice in the orthopaedic care setting	HLTENN017 Apply nursing practice in the orthopaedic care setting	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTENN049 Apply nursing practice in the orthopaedic care setting

Modification History

N/A

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:

- work as a member of the multidisciplinary health care team in the workplace providing orthopaedic nursing interventions for:
 - fracture with external fixation
 - fracture with internal fixation
 - fracture requiring non-surgical management
 - musculoskeletal injury where the person requires continuous passive motion (CPM) therapy
 - amputation where the person requires assistance with a prosthetic aid or device
- conduct two activities to support quality and promote safe innovations in orthopaedic nursing for a multidisciplinary health care team based on knowledge acquired through own professional development and learning

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- impact of orthopaedic conditions:
 - limitations in ability to perform daily living activities
 - loss and limitation of physical function
 - reduction in musculoskeletal function
 - accompanying trauma, injuries and impact of secondary disease processes
 - impact on sexuality, relationships, self-image and body image
 - grief and loss
 - need for support with personal coping mechanisms and community support mechanisms
 - need for support with maintenance and improvement of quality of life

- anatomy, physiology and pathophysiology of clinical manifestations of orthopaedic conditions sufficiently in-depth and specialised to make judgements and to make a professional contribution to the orthopaedic care team:
 - musculoskeletal conditions:
 - gout
 - systemic lupus erythematosus
 - osteomyelitis
 - bursitis
 - epicondylitis
 - hallux valgus
 - avascular necrosis
 - compartment syndrome
 - thromboembolism
 - disseminated intravascular coagulation
 - delayed union
 - fat embolism
 - contractures
 - injuries requiring (CPM) therapy
 - amputation requiring assistance with prosthetic aids
 - congenital musculoskeletal conditions:
 - torticollis
 - spina bifida
 - traumatic musculoskeletal conditions:
 - dislocations
 - sprains
 - fractures
 - traumatic amputations
 - degenerative musculoskeletal conditions:
 - arthritis
 - back pain
 - muscle spasm
 - disc prolapse
 - osteoarthritis
 - osteitis deformans

- osteomalacia
 - surgical interventions for musculoskeletal conditions:
 - internal and external fixtures for fractures
 - applications of surgical braces
 - removal of bunions
 - elective surgical procedures including joint replacement surgery
 - laminectomy
 - surgical amputation
 - bone tumours:
 - metastatic bone carcinoma
 - multiple myeloma
 - bone tuberculosis
 - osteosarcoma
 - chondrosarcoma
 - orthopaedic equipment and devices:
 - traction
 - castings
- community and in-hospital rehabilitation services available for the person with orthopaedic conditions
- diagnostic tests associated with orthopaedics and their meaning:
 - 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

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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' requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN050 Apply nursing practice in the rehabilitation care setting

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to assist people with disability and chronic illness who require rehabilitation to attain and maintain optimum function and lifestyle.

Enrolled nurses working in rehabilitation environments hold and apply specialised in-depth knowledge, 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 (NMBA), 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 NMBA regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Enrolled Nursing

Elements and Performance Criteria

Elements	Performance criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Work in rehabilitation nursing environment.	1.1. Provide nursing care for the person with physical disability and chronic illness. 1.2. Provide nursing care that supports a multidisciplinary health care team to achieve cost effective health care outcomes. 1.3. Work in the rehabilitation care team to foster positive group dynamics with other health care professionals. 1.4. Contribute to long-term management and planning requiring rehabilitative care to maintain optimum function and lifestyle. 1.5. Identify opportunities for person to self-manage rehabilitative care needs.
2. Contribute to rehabilitation process.	2.1. Contribute to a safe and therapeutic environment and support activities that promote return of optimal function and minimise functional decline. 2.2. Apply requirements of manifestations of areas of dysfunction and associated pathophysiology of clinical manifestation. 2.3. Analyse and problem solve to propose actions and implement nursing interventions in line with changes to level of dysfunction. 2.4. Undertake physical assessment to develop and implement rehabilitation nursing plan of care. 2.5. Clarify psychosocial impact of dysfunction on daily living activities. 2.6. Communicate to reach agreement on multidisciplinary health care team goal setting for optimal rehabilitation and minimal functional decline. 2.7. Identify and apply strategies to prevent complications and chronic illness.
3. Promote improvement of nursing care and	3.1. Review and evaluate plan of care and modify according to progress toward planned outcomes.

advancement of rehabilitation nursing.	• 3.2. Evaluate and document nursing care provided. • 3.3. Evaluate nursing interventions and outcomes against evidence-based best practice in rehabilitation nursing care. • 3.4. Seek opportunities and participate in professional development to guide own practice and act as a resource for colleagues.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN050 Apply nursing practice in the rehabilitation care setting	HLTENN018 Apply nursing practice in the rehabilitation care setting	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTENN050 Apply nursing practice in the rehabilitation care setting

Modification History

N/A

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:

- work as a member of the multidisciplinary health care team in the workplace, providing nursing interventions for three patients with different conditions requiring rehabilitation
- conduct two activities to support quality and promote safe innovations in rehabilitation nursing applicable to a multidisciplinary health care team-based setting based on knowledge acquired through own professional development and learning

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- community and in-hospital services available for people requiring rehabilitation
- analytical thinking and problem-solving strategies related to nursing care of a person undergoing rehabilitation
- diagnostic tests used to determine rehabilitative therapy
- phases of care for people requiring rehabilitation
- philosophy underpinning rehabilitative management
- principles of health assessment
- anatomy, physiology and pathophysiology of conditions requiring rehabilitation sufficiently in-depth and specialised to make judgements and to make a professional contribution in the rehabilitation care setting
- factors included in the assessment of the impact of dysfunction:
 - performance of daily living activities
 - loss and limitations to physical function
 - accompanying trauma and injuries
 - impact on sexuality, relationships, self-image and 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.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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’ requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN051 Apply nursing practice in sexual and reproductive health care

Modification History

N/A

Application

This unit describes the performance outcomes, 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 hold and apply specialised in-depth knowledge, 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 (NMBA), 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 NMBA regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Enrolled Nursing

Elements and Performance Criteria

Elements	Performance criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify and discuss sexual and reproductive health problems.	1.1. Identify sexual health screening programs and support services to identify health issues. 1.2. Evaluate observations and pathology results indicating variations from normal sexual and reproductive health status. 1.3. Provide information at a primary health care level on risk factors, indicators and interventions for sexually transmissible infections (STIs) and blood-borne infections (BBIs). 1.4. Use a confidential and safe place for confirming contact tracing, disclosure of information and requirements in reporting notifiable STIs or BBIs. 1.5. Use health information and resources to explain the development of sexual health conditions. 1.6. Promote safe and healthy sexual and lifestyle practices and provide associated resources and information.
2. Clarify impact of sexual and reproductive health condition.	2.1. Apply contemporary requirements of sexual and reproductive health conditions and associated pathophysiology to clinical practice. 2.2. Identify psychosocial impact and potential complications and clarify care needs. 2.3. Identify pathophysiology and disease process within scope of enrolled nursing practice to articulate and respond to care needs.
3. Contribute to team planning and nursing interventions for sexual and reproductive health care.	3.1. Identify where the acuity of a person exceeds own knowledge, skill and assessed competence and refer to others within the multidisciplinary health care team. 3.2. Identify effects of culture, ageing, disability and illness on sexuality and sexual behaviour. 3.3. Identify nursing interventions to incorporate contemporary sexual and reproductive health strategies into practice. 3.4. Liaise with multidisciplinary health care team to provide information related to

	maintaining sexual and reproductive health in line with community needs and organisational policies and procedures. • 3.5. Apply resources and referral to service providers on sexual health and reproductive health care. • 3.6. Assess, evaluate and amend plan of care as required to ensure progress toward planned outcomes.
• 4. Promote improvements in sexual and reproductive health.	• 4.1. Evaluate nursing care interventions provided and outcomes against evidence-based best practice in sexual and reproductive health in collaboration with the registered nurse and align with organisational continuous improvement objectives. • 4.2. Seek opportunities and participate in professional development, to guide own practice and act as a resource for colleagues.
• 5. Address contemporary issues in sexual and reproductive health.	• 5.1. Apply requirements of influences that shape sexuality in current and historical contexts. • 5.2. Identify, educate and evaluate contraception choices to support and provide health education about available options. • 5.3. Educate and support pregnancy choices and options for unplanned pregnancies. • 5.4. Provide information and referral options on risk-taking behaviours and educate to promote safe sex practices.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTENN051 Apply nursing practice in sexual and reproductive health care	HLTENN019 Apply nursing practice in sexual and reproductive health care	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTENN051 Apply nursing practice in sexual and reproductive health care

Modification History

N/A

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:

- perform a sexual health assessment on one female and one male person in the workplace
- conduct two activities to support quality and promote innovations in sexual and reproductive health for a multidisciplinary health care team based on knowledge acquired through own professional development and learning

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- 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:
 - breast screening
 - cervical screening
 - family violence.
 - sexual assault
 - menopause
 - vaginal prolapse and continence issues
- sexual physiology and human sexual response
- philosophy underpinning sexual and reproductive health management
- medical and surgical procedures associated with sexual and reproductive health

- anatomy, physiology and pathophysiology of sexual and reproductive health and clinical manifestation of sexual and reproductive conditions sufficiently in-depth and specialised to make judgements and to make a professional contribution in the sexual and reproductive health care setting
- sexual and reproductive health-related matters:
 - contraception
 - health problems affecting sexuality:
 - 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:
 - safer sex practices
 - barriers to use of safer sex practices
- factors that interfere with sexual health and emotional wellbeing including influence of alcohol and other drug use on sexual behaviours
- sexually transmissible infections (STIs):
 - description, definition, statistics, signs and symptoms, and 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:
 - 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
 - unsafe drug injection
- age and gender issues related to sexual health for the older adult, young adult and adolescent
- community resources and services for sexual and reproductive health promotion and education
- cultural diversity and inclusion.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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' requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN052 Provide advanced clinical assessment

Modification History

N/A

Application

This unit describes the performance outcomes, advanced skills and knowledge required to identify the need for assessment, perform physical examinations and make clinical judgments using analysis and specialised skills and knowledge of pathophysiology and comprehensive clinical care and assessments.

This unit applies to enrolled nurses, registered with the Nursing and Midwifery Board of Australia (NMBA), 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 NMBA regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Enrolled Nursing

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Identify need for clinical assessment.	1.1. Apply requirements of pathophysiology of body systems to make informed judgement on actual and potential health problems. 1.2. Source, assess and evaluate presenting clinical health data to identify homeostasis imbalance indicating abnormal functioning of body systems. 1.3. Apply active listening in interview assessment to identify, clarify and confirm health information prior to assessment.
2. Perform physical assessment.	2.1. Obtain consent prior to preparation for planned assessments, interventions and procedures. 2.2. Perform head-to-toe physical assessment using evidence-based assessment tools and techniques. 2.3. Apply culturally specific approach to client privacy and dignity and seek feedback on comfort level. 2.4. Apply person-centred interview techniques to obtain assessment information. 2.5. Identify deterioration and communicate concerns to registered nurse.
3. Perform nursing interventions.	3.1. Apply analytical questioning and diagnostic reasoning to clinical presentations, possible health conditions, illnesses and injuries to make intervention choices. 3.2. Perform clinical interventions and care provision based on information gathered through assessment. 3.3. Establish priorities of care based on assessment outcomes and judgements made. 3.4. Document assessment outcomes according to organisational policies and procedures and provide information to those involved in ongoing care of the person. 3.5. Act promptly to respond to acute deterioration and deliver care.
4. Communicate assessment outcomes.	4.1. Provide feedback and results of clinical care and assessment using medical language and terminology. 4.2. Communicate and confirm outcomes, health status, current and future care, and interventions required.

	• 4.3. Assess impact of outcomes, health status and interventions. • 4.4. Communicate outcomes and proposed actions to registered nurse and use a collaborative approach for follow up with multidisciplinary health care team.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN052 Provide advanced clinical assessment	HLTENN020 Conduct clinical assessments	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTENN052 Provide advanced clinical assessment

Modification History

N/A

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:

- analyse changes in a person's health status, perform physical examinations and make sound clinical judgements for three different people presenting with a condition, illness or injury in the workplace
- interpret blood test results of three different people, analysing for abnormalities indicating changes in health status and treatment

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- communication strategies that underpin assessment and communication with the person, families, carers and other health professionals:
 - mode of communication for information being provided
 - interviewing techniques
 - information technology and health technologies to capture clinical data for responsive coordination and dissemination to the multidisciplinary health care team
 - factors for consideration when communicating with people with:
 - communication related disabilities
 - mental health conditions
 - pharmacological and alcohol addiction and misuse
 - adverse behavioural responses to unfamiliar environments.
 - person under stress including trauma, death and life-threatening situations
- advanced concepts underpinning human maintenance systems including immunity and homeostasis imbalance causing physical changes associated with:
 - thermoregulation

- acidosis and alkalosis
 - diabetes including hypoglycaemia and hyperglycaemia
 - nutrition, hydration and dehydration
 - cancer treatment
 - trauma
 - infection
 - poisoning
 - shock
 - sepsis
- clinical assessment techniques and tools used in a head-to-toe physical body examination:
 - inspection and observations
 - palpation
 - percussion
 - auscultation
 - olfaction
- processes for neurological system examination sensory motor responses:
 - neurological system
 - cardiovascular and lymphatics system
 - respiratory system
 - gastrointestinal system
 - musculoskeletal and integumentary system
 - endocrine system
 - renal
 - metabolic
 - cognitive
 - reproductive
- effects of intrinsic factors on person's condition including age and health
- effects of extrinsic factors on person's condition including environment and medications
- techniques for evaluating common blood test results and their meaning as indicators of health conditions and illnesses:
 - albumin
 - arterial blood gas (ABG).

- blood sugar level (BSL), haemoglobin A1C
 - blood urea nitrogen (BUN)
 - calcium
 - cardiac enzymes (CE)
 - cholesterol
 - electrolytes (EUC) including sodium, potassium, chloride urea and creatinine
 - full blood count (FBC)
 - high-density lipoprotein (HDL)
 - iron
 - low-density lipoprotein (LDL)
 - liver function test
 - cross match.
 - blood cultures
 - coagulation studies (Coags)
 - erythrocyte sedimentation rate (ESR)
 - magnesium
 - phosphorus
 - triglycerides
 - thyroid stimulating hormone (TSH)
 - uric acid
- techniques for identifying 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 and responding to a deteriorating person and raising issues of concern about the deterioration
 - socio-economic, physiological, emotional and physical variables related to clinical presentation of a person.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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' requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN053 Apply nursing practice in the critical care setting

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to practise within the critical care setting.

Enrolled nurses working in critical care nursing hold and apply specialised in-depth knowledge, 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 (NMBA), 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 NMBA regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Enrolled Nursing

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Apply theoretical concepts and principles in providing critical care nursing.	1.1. Identify current health status and limitations of medications and therapeutic regimes in the critical care setting. 1.2. Identify factors impacting the health status and report significant alterations. 1.3. Identify and respond to psychosocial needs in the critical care setting. 1.4. Identify and apply a systems approach to nursing care.
2. Contribute to caring in the critical care setting.	2.1. Identify role of specialist nursing and medical services in the critical care setting and work effectively with others. 2.2. Identify factors relevant to the situation giving consideration to physical, psychological, social and economic impacts. 2.3. Evaluate, document and revise plan of care using data collected and communicate to multidisciplinary health care team. 2.4. Identify care options, discuss advance care planning and advocate for optimal care outcomes.
3. Perform advanced enrolled nursing interventions to attain and maintain optimal health.	3.1. Manage nursing workload according to needs and re-prioritise care activities rapidly when circumstances change. 3.2. Undertake pre-, intra- and post diagnostic procedures in line with organisational policies and procedures and within scope of practice. 3.3. Assess and prioritise emergency care activities rapidly in provision of emergency nursing care. 3.4. Identify and escalate nursing care where the person's acuity exceeds own knowledge, skill and assessed competence and consult with registered nurse and treating multidisciplinary health care team.
4. Develop own practice in the critical care nursing environment.	4.1. Make proposal for nursing interventions in consultation with registered nurse to promote improved outcomes.

	• 4.2. Evaluate nursing interventions provided and outcomes against evidence-based best practice in critical care nursing. • 4.3. Identify symptoms of stress and professional burnout in self, peers and colleagues, and refer to services within organisational policies and procedures and scope of practice. • 4.4. Seek opportunities and participate in professional development to guide own practice and act as a resource for colleagues.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN053 Apply nursing practice in the critical care setting	HLTENN021 Apply nursing practice in the critical care setting	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTENN053 Apply nursing practice in the critical care setting

Modification History

N/A

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:

- perform nursing care interventions on three people in a critical care setting in the workplace by:
 - care of an arterial line
 - care of central venous access device
 - assessment of chest pain
 - recording and monitoring of electrocardiograph readings for abnormalities
 - use of continuous cardiac monitoring equipment
 - 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
 - use of peripherally inserted central catheter (PICC) and midline care
 - use of underwater seal drain (UWSD) management.

The tasks must include use of advanced communication and medical terminology to communicate effectively with the person, families and carers, and the registered nurse and other health professionals to record or report the outcomes.

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- advanced life support including advanced cardiopulmonary resuscitation
- nursing procedures relevant to a critical care setting including infusion pumps and patient-controlled analgesia pumps and syringe drivers
- anatomy, physiology and pathophysiology related to critical care issues sufficiently in-depth and specialised to make judgements and to make a professional contribution in the critical care setting

- priority of care in an emergency situation in the critical care setting
- actual and potential problems in critical care:
 - 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
 - shock.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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’ requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN054 Contribute to the registration eligibility and assessment of donors

Modification History

N/A

Application

This unit describes the performance outcomes, 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 nurses, registered with the Nursing and Midwifery Board of Australia (NMBA), 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 NMBA regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Enrolled Nursing

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Register a donor giving blood and blood components.	1.1. Identify new, lapsed and regular donors and use documentation according to information gained. 1.2. Use eligibility assessment tools to elicit informative responses. 1.3. Check donor records against responses, identify and record discrepancies, inconsistencies, omissions and ambiguities, and report to designated personnel. 1.4. Respond to donor's questions and, before seeking their consent, seek feedback from donor to confirm understanding of nature and purpose of procedures. 1.5. Record donor information, donor decision and signed consent in donor record. 1.6. Refer information in line with organisational policies and procedures, where donor information indicates unsuitability to donate. 1.7. Protect confidentiality of the donor.
2. Assess suitability for blood and blood component donation.	2.1. Check donor against selection criteria requirements for blood and blood component donations. 2.2. Provide information about the nature and sequence of session activities suitable to donor's needs and concerns. 2.3. Provide feedback regarding eligibility to donate. 2.4. Evaluate haematological results to identify variation from normal health status and refer to registered nurse. 2.5. Determine accessibility of ante-cubital veins in both arms and refer to registered nurse where not easily accessible.
3. Observe behaviour before and after donation and report physical irregularities.	3.1. Observe donor behaviour for physical irregularities to identify situations including anxiety and fainting. 3.2. Alert supervising registered nurse and take action in line with organisational policies and procedures to ensure donor safety.

	3.3. Document and report incident in line with organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN054 Contribute to the registration eligibility and assessment of donors	HLTENN022 Contribute to the registration, eligibility and assessment of donors	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTENN054 Contribute to the registration eligibility and assessment of donors

Modification History

N/A

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:

- register and assess three people as donors for blood or blood products

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- apheresis
- organisational policies and procedures relevant to blood donors
- 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 and blood components:
 - infectious diseases and incubation periods
 - age, height and weight
 - health of donor including recent surgery, invasive procedures, immunisations, injury and illness
 - family health history
 - 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:
 - 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 Organization (WHO) guidelines:
 - selection of blood donors
 - international travel and health vaccination requirements
- Australian Code of Good Manufacturing Practice (GMP) for Blood and Blood Components, Human Tissues and Human Cellular Therapy Products
- Australian Red Cross service for blood and blood products donations
- Monthly Index of Medical Specialities (MIMS)
- National Blood Transfusion Committee (NBTC).

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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’ requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN055 Apply nursing practice in the respiratory care setting

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to provide nursing care to a person with respiratory impairment in primary health care, hospitals, hospices, home and community care, and long-term care facilities.

Enrolled nurses providing respiratory nursing care hold and apply specialised in-depth knowledge, 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 (NMBA), 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 NMBA regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Enrolled Nursing

Elements and Performance Criteria

Elements	Performance criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Apply theoretical concepts and principles in providing respiratory nursing care.	1.1. Apply theoretical concepts and principles to work in the respiratory nursing care environment. 1.2. Undertake comprehensive nursing assessment to inform nursing plan of care. 1.3. Evaluate respiratory function and communicate to multidisciplinary health care team. 1.4. Identify physical, psychological, social and economic factors relevant to health care status and outcomes of planned care.
2. Assist in providing optimal respiratory health.	2.1. Identify factors impacting respiratory status and re-prioritise care activities rapidly when circumstances change. 2.2. Participate in risk identification, assessment and management processes for respiratory impairment. 2.3. Provide support during pre-, intra- and post diagnostic procedures and provide information on the procedures. 2.4. Identify responses to nursing interventions and confirm understanding of how to manage the respiratory impairment after discharge. 2.5. Provide information about available community resources and how to access them. 2.6. Identify where the acuity of a person exceeds own knowledge, skill and assessed competence and refer to multidisciplinary health care team.
3. Provide respiratory nursing care.	3.1. Make proposals for nursing interventions that promote optimal outcomes. 3.2. Evaluate nursing interventions and identified outcomes against evidence-based best practice in respiratory care nursing. 3.3. Evaluate responses to health interventions and education resources, and continuously

	improve promotions and resources based on feedback. 3.4. Seek opportunities and participate in professional development to guide own practice and act as a resource for colleagues.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN055 Apply nursing practice in the respiratory care setting	HLTENN023 Apply nursing practice in the respiratory care setting	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTENN055 Apply nursing practice in the respiratory care setting

Modification History

N/A

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:

- perform the nursing care interventions on three people in a respiratory care setting:
 - care of an arterial line
 - use of positive airway pressure (CPAP) and bilevel positive airway pressure (BiPAP)
 - care of permanent and temporary mechanical ventilation including suctioning and bagging
 - use of tracheal suction via an endotracheal tube (ETT)
 - assistance with insertion or removal of pleural and intercostal or underwater seal drains (UWSD)
 - administration of oxygen based on evaluation of oximetry readings or blood gas analysis in consultation with registered nurse

The tasks must include use of advanced communication and medical terminology to communicate effectively with the person, families and carers, and the registered nurse and other health professionals to record or report the outcomes.

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- respiratory anatomy, physiology and pathology, sufficiently in-depth and specialised to make judgements and to make a professional contribution to respiratory nursing care.
- respiratory conditions:
 - acute respiratory distress syndrome
 - asthma
 - bronchitis, bronchiolitis and bronchiectasis
 - chronic obstructive airway disease

- cystic fibrosis
- emphysema
- haemothorax
- lung cancer
- pulmonary oedema
- pneumonia
- pulmonary embolism (PE)
- pneumothorax
- sleep apnoea
- tuberculosis (TB)
- actual and potential problems from respiratory conditions:
 - 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:
 - administration of non-invasive ventilation, CPAP and BiPAP
 - assisting with insertion and removal of pleural drains
 - care of an arterial line and evaluation of blood gas analysis
 - care of a person with a tracheostomy:
 - tracheostomy dressing
 - tracheal suction via an endotracheal tube (ETT) and tracheostomy
 - evaluating the results of oximetry readings.
 - respiratory assessment:
 - 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)
- evaluating results of spirometry testing
- surgical procedures for respiratory conditions
- oxygen management.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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’ requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN056 Apply nursing practice in the cardiovascular care setting

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to apply the principles of cardiovascular nursing care to provide comprehensive nursing care and maintain a person's optimal cardiovascular health.

Enrolled nurses working in cardiovascular nursing hold and apply specialised in-depth knowledge, 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 (NMBA), 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 NMBA regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Enrolled Nursing

Elements and Performance Criteria

Elements	Performance criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Contribute to multidisciplinary health care team in caring for a person with cardiovascular condition.	1.1 Contribute information to nursing plan of care that reflects nursing needs and includes nursing actions to maximise cardiovascular function and minimise potential complications. 1.2 Identify role of specialist nursing and medical services in dealing with cardiovascular conditions and work within that context. 1.3 Identify factors relevant to the health situation, including physical, psychological, social and economic impacts. 1.4 Review clinical data collected and monitor cardiovascular condition. 1.5 Communicate to multidisciplinary health care team members.
2. Perform nursing interventions in the cardiovascular health care setting.	2.1 Prioritise nursing interventions according to person's needs. 2.2 Undertake pre-, intra- and post diagnostic procedures in line with scope of practice and organisational policies and procedures. 2.3 Participate in risk identification, assessment and management processes. 2.4 Apply decision-making framework to modify nursing interventions and use problem-solving approaches in response to changes in condition. 2.5 Identify where acuity of a person exceeds own knowledge, skill and assessed competence and consult with multidisciplinary health care team. 2.6 Administer prescribed emergency medication based on principles of drug actions and in accordance with organisational policies and procedures and own scope of enrolled nursing practice. 2.7 Make nursing care proposals in consultation with registered nurse to

	promote improved outcomes for the condition.
3. Evaluate effectiveness of nursing interventions and planned support for continuing self-care.	3.1 Evaluate nursing interventions and identified outcomes against evidence-based best practice in cardiovascular nursing care. 3.2 Identify responses of the person, families and carers to nursing interventions and their understanding of ongoing management of cardiovascular impairment. 3.3 Identify opportunities to provide 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, therapeutic regimes and follow up care required.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN056 Apply nursing practice in the cardiovascular care setting	HLTENN024 Apply nursing practice in the cardiovascular care setting	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTENN056 Apply nursing practice in the cardiovascular care setting

Modification History

N/A

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:

- perform nursing care interventions with three people with a cardiovascular condition in the workplace through:
 - administration of non-invasive continuous positive airway pressure (CPAP) and bilevel positive airway pressure (BiPAP)
 - use of peripherally inserted central catheter (PICC) and midline management
 - monitoring of electrocardiograph readings for abnormalities
 - underwater seal drain (UWSD) management

The tasks must include use of advanced communication and medical terminology to communicate effectively with the person, families and carers, and the registered nurse and other health professionals to record or report the outcomes.

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- issues and manifestation:
 - physiology and pathophysiology related to cardiovascular issues
 - execution of emergency care for cardiovascular issues
 - clinical manifestations of chronic disease states
- cardiovascular conditions:
 - 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:
 - electrolyte imbalance
 - fluid overload
 - hypoxia and hypoxaemia
 - chest pain
 - structural heart damage
 - sepsis
 - haemorrhage
 - neurovascular damage including cerebral vascular accident
 - vessel occlusion
 - pneumothorax
 - pacemaker lead displacement
 - arrhythmia
 - exercise intolerance
- cardiovascular procedures:
 - cardiac stents

- percutaneous transluminal coronary angioplasty (PTCA) with and without stent
- pacemaker
- cardiac access vascular graft (CAVG)
- mitral valvotomy
- electrophysiology studies, with and 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
- organisational processes for evaluation of nursing interventions.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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’ requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN057 Contribute to the nursing care of a person with diabetes

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to provide nursing care to a person with diabetes including assessing needs, planning and implementing nursing interventions, evaluating outcomes, and educating the person on the 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 (NMBA) regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Enrolled Nursing

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Assess needs of a person with diabetes.	1.1. Apply requirements of the pathophysiology of types of diabetes. 1.2. Perform nursing assessment using contemporary assessment tools, resources and strategies and incorporating review of health status, lifestyle and treatment regimes. 1.3. Determine understanding of condition, self-management strategies and medications. 1.4. Identify possible factors impacting the health and significant alterations in the condition. 1.5. Identify family and carer understanding of and involvement in the person's diabetes care and the impact on care planning and provision.
2. Perform nursing interventions to assist in achieving and maintaining optimal diabetes health.	2.1. Prioritise care according to needs and re-prioritise care activities when circumstances change. 2.2. Apply plan of care and ensure it reflects the care needs of a person with diabetes. 2.3. Identify response to nursing interventions and understanding of ongoing management of the condition, including strategies for self-management. 2.4. Evaluate blood and urine test results related to diabetic condition and report findings to the multidisciplinary health care team. 2.5. Administer prescribed and emergency medicine as indicated. 2.6. Liaise with registered nurses about alterations in condition while providing ongoing support.
3. Identify diabetes care services in the Australian health care environment.	3.1. specialist services and complementary roles of organisations and individuals involved in supporting and delivering diabetes care. 3.2. Identify need to refer person to a diabetes registered nurse educator and other specialist services and complementary roles of organisations and individuals involved in supporting and delivering diabetes care.

4. Evaluate care plan for a person with diabetes and support self-management.	4.1. Identify and evaluate diabetes management plan to ensure compliance and escalate intervention where identified. 4.2. Evaluate nursing interventions and identified outcomes against evidence-based best practice in diabetes nursing care. 4.3. Evaluate person's understanding of the diabetes condition, medications, therapeutic regimes and self-management. 4.4. Promote self-management of condition and assist person to provide accurate information to families and carers on diabetes care needs. 4.5. Document uptake of health promotion initiatives to support self-management.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN057 Contribute to the nursing care of a person with diabetes	HLTENN025 Implement and monitor care for a person with diabetes	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Not equivalent

Assessment Requirements for HLTENN057 Contribute to the nursing care of a person with diabetes

Modification History

N/A

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:

- provide nursing care to three people with diabetes involving:
 - a person who has become hypoglycaemic
 - a person who has become hyperglycaemic

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- anatomy, physiology and pathophysiology related to diabetes and diabetic conditions including:
 - type 1 diabetes
 - type 2 diabetes
 - gestational diabetes mellitus
- insulin administration devices
- potential problems related to care of a person with diabetic conditions:
 - hypoglycaemia
 - hyperglycaemia
 - diabetic ketoacidosis (DKA)
 - Hyperglycaemic Hyperosmolar Nonketotic Syndrome (HHNS)
 - Hyperosmotic Hyperglycaemic Syndrome (HHS)
 - retinopathy
 - infection
 - psychosocial issues
- health promotion goals and expected outcomes:
 - glycaemic control

- optimal nutrition
- weight loss or gain
- smoking cessation
- foot and eye care
- oral hypoglycaemic therapy
- insulin therapy
- blood glucose monitoring
- 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 Torres Strait Islander people
- role of Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM)
- Aboriginal and Torres Strait Islander health and principles of cultural safety
- organisational processes for evaluation of care plans.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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’ requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN058 Apply nursing practice in the perioperative setting

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to provide person-centred care 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 hold and apply specialised in-depth knowledge, 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 (NMBA), 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 NMBA regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Enrolled Nursing

Elements and Performance Criteria

Elements	Performance criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Work in the multidisciplinary health care team in the perioperative environment.	1.1. Work within enrolled nurse scope of practice to support nursing care team in managing care needs in the perioperative environment. 1.2. Contribute to effective teamwork and positive group dynamics of the multidisciplinary health care team. 1.3. Communicate professionally with members of the perioperative team. 1.4. Apply philosophical framework for managing perioperative care in own nursing practice.
2. Contribute to preparation for surgical intervention.	2.1. Provide delegated elements of person-centred care considering physical, emotional, spiritual and cultural needs. 2.2. Apply contemporary perioperative clinical assessment tools and document physiological and psychological variables in assessment and report. 2.3. Work in accordance with perioperative standards, guidelines and policies.
3. Perform clinical nursing actions in the perioperative environment.	3.1. Analyse and problem solve to prioritise and adapt nursing interventions to reflect changes in condition. 3.2. Perform nursing interventions to assist surgical team during surgical procedure. 3.3. Identify actual and potential manual handling and environmental hazards and take action to reduce risk and promote safety. 3.4. Check equipment relevant to practice requirements is operational and functionally fit for purpose, and take corrective action and report detected faulty equipment and environmental hazards. 3.5. Apply principles of infection control in the perioperative environment in line with standards and organisational policies and procedures.

	3.6. Identify where the acuity of a person exceeds own knowledge, skill and assessed competence and refer to multidisciplinary health care team.
4. Promote improvement and advancement of perioperative nursing care.	4.1. Evaluate nursing interventions and identified outcomes against evidence-based best practice in perioperative nursing. 4.2. Seek opportunities and participate in professional development to guide own practice and act as a resource for colleagues.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN058 Apply nursing practice in the perioperative setting	HLTENN026 Apply nursing practice in the perioperative setting	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTENN058 Apply nursing practice in the perioperative setting

Modification History

N/A

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:

- apply specialised clinical nursing skills for three people during anaesthesia, surgery and recovery in perioperative nursing environment involving:
 - preparing and positioning the person for a surgical procedure
 - performing intra-operative observations and supporting scrub nurse with monitoring materials
 - maintaining airway before and after surgery
 - using oral suctioning techniques intra-operatively
 - collecting specimens for pathology

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- Australian College of Perioperative Nurses (ACORN) Standards for Perioperative Nursing in Australia
- legislation relating to hazards in the perioperative environment including electrical hazards, radiation hazards and sharps disposal
- national, State/Territory and local legal and ethical considerations relevant to the nursing profession and application to nursing practice
- policy statements, literature and guidelines from professional bodies associated with perioperative care and management including ACORN
- medical terminology associated with perioperative care
- philosophical framework for perioperative nursing
- anaesthetic pharmacology
- complications of surgical procedures and their management including emergency and first aid treatment

- complications associated with anaesthesia, including emergency treatment, infection control practices and organisational policies and procedures specific to perioperative environment
- positioning of a person for surgical procedures including potential for post operative pressure injury from incorrect position during surgery
- risk of falls post surgery
- use of complex technologies:
 - anaesthetic machines
 - lasers
 - cavitron ultrasonic surgical aspirator (CUSA)
 - endoscopic equipment
- actual and potential problems relating to perioperative care:
 - electrolyte imbalance
 - fluid overload
 - reduced carbon dioxide
 - hypoxia and hypoxaemia
 - sepsis
 - haemorrhage
 - neurovascular damage
 - cerebral vascular accident
 - arrhythmia.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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' requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN059 Apply nursing practice in the hyperbaric environment

Modification History

N/A

Application

This unit describes the performance outcomes, 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 hold and apply specialised in-depth knowledge, 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 (NMBA), 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 NMBA regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Enrolled Nursing

Elements and Performance Criteria

Elements	Performance criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Work in the hyperbaric environment.	1.1. Identify roles and responsibilities of members of the multidisciplinary health care team in the hyperbaric environment. 1.2. Identify potential and actual hazards 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 in pre-hyperbaric treatment safety processes. 1.4. Identify potential causes of emergencies associated with the hyperbaric chamber and hyperbaric treatment and use methods to prevent emergencies. 1.5. Apply requirements of the hyperbaric chamber and locate main oxygen valve for situations and emergencies where the valve needs to be shut off. 1.6. Set up hyperbaric chamber equipment for treatments and solve problems during hyperbaric treatments. 1.7. Identify actual and potential contraindications to hyperbaric therapy for the person undergoing hyperbaric treatment and the multidisciplinary health care team. 1.8. Undertake annual hyperbaric medical and promote requirement with colleagues.
2. Contribute to comprehensive and specific assessment for hyperbaric treatment.	2.1. Perform nursing assessment using resources and tools specific to the hyperbaric unit in line with organisational policies and procedures. 2.2. Identify possible physical and psychological complications of hyperbaric treatment including contraindications based on findings of the assessment. 2.3. Evaluate physical, psychological and social impacts of hyperbaric treatment with the person, families and carers and ensure their knowledge is sufficient for informed consent.

	2.4. Identify where acuity of a person exceeds own knowledge, skill or assessed competence and consult with multidisciplinary health care team.
3. Perform nursing interventions in the hyperbaric environment.	3.1. Apply strategies for managing anxiety during hyperbaric therapy. 3.2. Monitor and manage drainage tubes including interventions related to suction in the hyperbaric chamber at depth and at surface. 3.3. Apply principles related to hyperbaric oxygen therapy when setting up and managing breathing system in the hyperbaric chamber. 3.4. Perform wound management and record wound response to hyperbaric therapy and report to the multidisciplinary health care team. 3.5. Respond to hyperbaric emergencies and toxicity in line with organisational policies and procedures. 3.6. Analyse and problem solve to propose and implement nursing interventions to reflect changes in the condition in consultation with registered nurse. 3.7. Evaluate nursing interventions and identified outcomes against evidence-based best practice in hyperbaric nursing care.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN059 Apply nursing practice in the	HLTENN027 Apply nursing practice in the	This version was released in HLT	Equivalent

hyperbaric environment	hyperbaric environment	Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	

Assessment Requirements for HLTENN059 Apply nursing practice in the hyperbaric environment

Modification History

N/A

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:

- perform nursing interventions for three different people undergoing a session of hyperbaric therapy in the workplace

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- Australian Standards applicable 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
- educational resources and professional organisations associated with hyperbaric therapy
- emergencies associated with the hyperbaric chamber and treatment:
 - fire inside the chamber
 - fire outside the chamber
 - emergency decompression
 - explosive decompression
 - uncontrolled compression
 - power failure
 - communication failure
 - chamber atmospheric contamination
 - isolation emergency including actual and potential violence

- hyperbaric chamber treatment:
 - the chamber and sequence of events that occur during treatment
 - air equalisation observation techniques
 - strategies for managing an anxious patient during hyperbaric treatment
 - prohibited items in the chamber
 - clothing for treatments
 - complications
 - location of main oxygen valve and how to shut off
 - maintaining hyperbaric chamber cleanliness
 - fire and medical emergency procedures
- symptoms of hyperbaric central nervous systems (CNS) toxicity and actions in response to the symptoms.
- indications for hyperbaric therapy:
 - decompression sickness
 - carbon monoxide poisoning
 - smoke inhalation
 - osteoradionecrosis
 - selected wound healing
 - mixed non-aerobic and aerobic infections
 - air and gas embolism
 - osteomyelitis and refractory
 - gas gangrene and clostridial myonecrosis
 - soft tissue radio-necrosis
 - crush injuries and compartment syndrome
 - compromised skin grafts and flaps
 - thermal burns
 - blood loss
 - spider bites
- legislative requirements for practice
- complications of hyperbaric therapy:
 - cardiac arrest and airway management
 - hypoglycaemia
 - oxygen toxicity including CNS and pulmonary
 - isolation emergency including actual and potential violence

- pneumothorax
 - claustrophobia
 - sinus and dental barotrauma
 - lung barotrauma
- physiological effects of increased atmospheric pressure on the human body and of breathing 100 per cent oxygen, hyper oxygenation, helium and mixed gases under hyperbaric conditions
- rationale for annual staff hyperbaric medicals
- contraindications for hyperbaric therapy:
 - 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
- anatomy, physiology and pathophysiology related to hyperbaric issues sufficiently in-depth and specialised to make judgements and to make professional contributions to hyperbaric nursing care
- screening procedures to identify suitability for hyperbaric treatment
- considerations for paediatric persons
- theories of physics as they relate to hyperbaric treatments including:
 - Boyle's law
 - Charles's law
 - Henry's law
 - Dalton's law.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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' requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN060 Apply nursing practice in the paediatric care setting

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge to provide care for paediatric persons in primary health care, hospitals, hospices, and home and community care.

Paediatric and child health nurses working in the paediatric nursing environment hold and apply specialised in-depth knowledge, 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 (NMBA), 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 NMBA regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Enrolled Nursing

Elements and Performance Criteria

Elements	Performancecriteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Contribute to nursing care in the paediatric setting.	1.1. Identify roles and responsibilities of members of the multidisciplinary health care team in the paediatric environment and support the team in managing nursing care needs. 1.2. Work in the multidisciplinary health care team to foster positive group dynamics with other health care professionals. 1.3. Provide nursing care and advocate for the rights of the paediatric person, families and carers. 1.4. Provide information to the paediatric person, families and carers on community resources and how to access them. 1.5. Identify where acuity of a paediatric person exceeds own knowledge, skill and assessed competence and consult with multidisciplinary health care team.
2. Clarify the impact of the paediatric condition on the person, families and carers.	2.1. Perform person-centred nursing assessment to identify pathophysiology of presenting and underlying conditions and related issues. 2.2. Communicate at the developmental stage of the paediatric person. 2.3. Collect health information about the health condition and identify self-management strategies and current treatment regime. 2.4. Provide person-centred nursing care to address health condition and nursing interventions. 2.5. Evaluate impacts and complications of the paediatric person's condition. 2.6. Prioritise workload according to needs and re-prioritise care rapidly in changing circumstances. 2.7. Support paediatric person, families and carers using developmental care, atraumatic care and family-centred care principles, during pre-, intra- and post diagnostic procedures.
3. Promote improvement of paediatric nursing care.	3.1. Propose nursing interventions in consultation with registered nurse to promote improved outcomes and health condition.

	• 3.2. Evaluate nursing interventions and outcomes against evidence-based best practice in paediatric nursing. • 3.3. Evaluate responses of the paediatric person, families and carers to health promotion and educational resources, and participate in organisational continuous improvement processes of these resources. • 3.4. Seek opportunities and participate in professional development to guide own practice and act as a resource for colleagues.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN060 Apply nursing practice in the paediatric care setting	HLTENN028 Apply nursing practice in the paediatric care setting	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTENN060 Apply nursing practice in the paediatric care setting

Modification History

N/A

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:

- analyse health information and the clinical presentation of three people in the paediatric workplace environment to reach a substantiated conclusion about possible health care planning and nursing interventions related to their health condition
- perform nursing interventions on a paediatric person in the workplace:
 - collect urine specimen from a paediatric person
 - assess and document vital signs
 - perform developmentally appropriate pain assessment

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- strategies to limit painful procedures:
 - distraction therapy
 - procedural sedation
 - family strategies
- childhood perceptions of health status
- developmental 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 interactions with parent, families and carers with paediatric person including Aboriginal and Torres Strait Islander health and cultural safety issues
- techniques to participate positively as a member of a multidisciplinary health care team

- Aboriginal health worker role
- techniques to support interpersonal and therapeutic relationships including Aboriginal and Torres Strait Islander health and cultural safety
- paediatric differences in anatomy and physiology
- clinical manifestations of common paediatric conditions and associated pathophysiology:
 - allergies
 - asthma
 - cancer
 - cerebral palsy
 - epilepsy
 - infectious disease
 - injury
 - mental health condition
 - paediatric dermatology
 - type 1 and type 2 diabetes
 - respiratory infection
- special health requirements related to paediatric conditions and issues:
 - sleep disorders
 - nutritional disorders
 - feeding alternatives
 - health perceptions of the paediatric person.
 - separation from parents, families and carers
 - congenital conditions
 - psychomotor dysfunction
 - alcohol and other drug induced disorders and injuries
 - physical and psychological abuse
 - near drowning
 - bed wetting
- complementary therapies used in comprehensive practice
- role of Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM)
- Aboriginal and Torres Strait Islander health and principles of cultural safety
- organisational processes for evaluation of nursing interventions for improvement.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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' requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN061 Apply nursing practice in the contemporary aged care setting

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to work in the contemporary aged care environment providing specialised nursing care to support the continued independence of older people.

This unit applies to care provided for older people in their own home, in community and day care centres, in acute and sub-acute hospital settings, and in residential high care and low care settings in aged care environments.

Enrolled nurses working in aged care nursing, integrate theory and gerontological knowledge to practice and make clinical assessments and sound clinical judgements based on enrolled nursing assessments.

This unit applies to enrolled nurses, registered with the Nursing and Midwifery Board of Australia (NMBA), 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 NMBA regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Nursing

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify health care needs of older person in contemporary aged care setting.	1.1. Identify physical and psychological effects of ageing on the human body and apply to provision of information and support. 1.2. Adjust communication strategies when communicating with an older person with sensory loss. 1.3. Apply physical and psychosocial assessment when evaluating health of older people. 1.4. Identify funding arrangements and associated documentation requirements that impact aged care provision and ensure funding and documentation requirements are met. 1.5. Recognise crisis situations and emergency management responses including infectious and other serious risk outbreak. 1.6. Apply the principles for Dignity of Risk and consumer choice in the aged care settings. 1.7. Identify advanced care directive and advanced care choices.
2. Manage care using person-centred approach to support continued independence.	2.1. Reflect, analyse and problem solve to prioritise and adapt nursing interventions to reflect changes in condition. 2.2. Structure nursing care according to needs and re-prioritise care activities when circumstances change. 2.3. Reflect on own nursing interventions to ensure they support independence and person-centred care. 2.4. Plan and initiate pre-, intra- and post diagnostic procedures for the older person in accordance with best practice evidence. 2.5. Identify and evaluate rehabilitation principles that underpin nursing interventions for the older person and apply to nursing care.

	• 2.6. Confirm therapies and capacity for self-management with families and carers. • 2.7. Identify condition and current therapies and review ability for self-management. • 2.8. Identify where acuity of a person exceeds own knowledge, skill and assessed competence and consult with multidisciplinary health care team.
• 3. Assess and respond to loss and grief.	• 3.1. Identify effects of grief and loss on physical, emotional, cognitive, behavioural, social and spiritual domains. • 3.2. Analyse and problem solve to encourage the person, families and carers experiencing loss and grief reaction to verbalise feelings and provide support. • 3.3. Assess nursing care needs while advocating for choice of care including right to refuse care and treatment.
• 4. Promote improvement and advancement of aged care nursing.	• 4.1. Document outcomes and proposed actions and communicate to the registered nurse using a collaborative approach for follow up with multidisciplinary health care team. • 4.2. Apply person-centred care and elder abuse principles and apply compulsory reporting requirements for suspicion and allegation of elder abuse. • 4.3. Evaluate nursing interventions and identified outcomes against evidence-based best practice in aged care nursing. • 4.4. Seek opportunities and participate in professional development to guide own practice and act as a resource for colleagues.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN061 Apply nursing practice in the contemporary aged care setting	HLTENN029 Apply nursing practice in the contemporary aged care setting	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Not equivalent

Assessment Requirements for HLTENN061 Apply nursing practice in the contemporary aged care setting

Modification History

N/A

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:

- provide nursing care and management towards planned nursing outcomes for two people in the workplace:
 - admission and assessment of older person to contemporary aged care setting
 - self-management strategies

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- aged care system in Australia
- protocols for admission and transfer of older person to acute care environments
- aged care assessment, funding arrangements and associated documentation
- age-related adjustments and transitions for the older person
- evidence-based practice in aged care environment
- health illness continuum model
- pain assessment of an older person
- philosophies of loss and grief:
 - how to deal with others experiencing loss
 - grief reactions
 - end of life care interventions
- philosophy underpinning aged care and extended care management
- legal and ethical issues and assessment tools relevant to the older person:
 - advance care directives
 - Aged Care Act

- aged care funding
- carers recognition legislation.
- aged care risk classification system
- NMBA code of ethics for nurses in Australia
- NMBA code of professional conduct for nurses in Australia
- Residential Care Quality Assessment (ResCareQA)
- legal requirements associated with abuse of the older person
- Clinical Governance Standards
- Aged Care Accreditation Standards
- organisational processes for evaluation of nursing interventions for improvement.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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’ requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN062 Implement and monitor care for a person with a stoma

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to plan, implement and evaluate comprehensive care for the person with a stoma, applying the principles of contemporary stoma management.

Enrolled nurses working in stoma care nursing hold and apply specialised in-depth knowledge, 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 (NMBA), 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 NMBA regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Nursing

Elements and Performance Criteria

Elements	Performance criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Contribute to ostomy care.	1.1. Work within scope of practice to provide and support ostomy and stoma care. 1.2. Identify specialist care services and community agencies that provide and support ostomy and stoma care, and the possible role in long-term ostomy care. 1.3. Discuss and evaluate ongoing nursing care and management plan with the supervising registered nurse and the multidisciplinary health care team. 1.4. Provide continuity of nursing care in partnership with service providers and agencies.
2. Assess health care needs of a person with a stoma.	2.1. Perform health assessment using assessment tools relevant to current situation and needs. 2.2. Collect information in accordance with organisational policies and procedures. 2.3. Identify physiological, pathological and congenital conditions leading to the stoma creation. 2.4. Determine own knowledge of the condition, therapies and self-management requirements, and impacts on care planning and provision. 2.5. Identify family and carer's knowledge of and involvement in the ostomy and stoma care. 2.6. Identify possible psychological factors impacting person with a stoma, families and carers.
3. Perform nursing interventions to assist a person with a stoma.	3.1. Follow nursing plan of care to reflect care needs specific to stoma care requirements. 3.2. Identify and apply principles of contemporary stoma management according to organisational policies and procedures when providing nursing care. 3.3. Identify opportunities to provide health education and promote health and self-management of the stoma.

	3.4. Provide education to promote health and self-management of the stoma. 3.5. Identify responses to nursing interventions and person's understanding of ongoing management of condition, including strategies for self-management. 3.6. Escalate findings and care that are outside normal parameters to treating team. 3.7. Identify where acuity of a person exceeds own knowledge, skill and assessed competence and consult with multidisciplinary health care team.
4. Evaluate progress toward expected outcomes of care.	4.1. Review the nursing plan of care and modify according to progress toward planned outcomes. 4.2. Evaluate and document understanding of person's stoma condition, medications, therapeutic regimes and self-management. 4.3. Identify outcomes against evidence-based best practice in stoma nursing care when evaluating nursing interventions provided. 4.4. Document outcomes of care and communicate findings to multidisciplinary health care team in accordance with organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN062 Implement and monitor care for a person with a stoma	HLTENN030 Implement and monitor care for a person with a stoma	This version was released in HLT Health Training Package Release 6.0	Equivalent

		and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	

Assessment Requirements for HLTENN062 Implement and monitor care for a person with a stoma

Modification History

N/A

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:

- assess three people using different assessment tools to identify physiological, pathological or congenital conditions leading to stoma creation
- apply principles of stoma management to provide nursing care to two people with a stoma in the workplace including:
 - replacing stoma drainage bag
 - assessing stoma for signs of obstruction, prolapse, necrosis and impaired integrity

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- principles of contemporary stoma management
- health promotion activities for a person with a stoma and associated issues
- terminology and issues associated with stoma management:
 - ostomy
 - colostomy
 - ileostomy
 - urostomy
 - stricture
 - obstruction
 - prolapse
 - retraction
 - parastomal hernia
 - necrosis

- altered fluid and electrolyte states
 - nutrition and hydration
 - body image and sexuality
 - psychological and psycho-social
 - peritonitis
 - impaired stomal integrity
- anatomy, physiology and pathophysiology related to stoma issues
- processes for stoma management:
 - pre-operative and pre-procedure bowel preparation
 - wound care specific to stoma operation
- bridge site care
- appliance and product selection and management
- management of skin and peristomal skin conditions
- skin care and products to assist in managing incontinence
- management of constipation, diarrhoea and flatus
- care of high output stomas
- odour control
- community services and resources for stoma care
- organisational processes for evaluation of nursing interventions for improvement.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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’ requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN063 Apply nursing practice in the contemporary mental health care setting

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to work as part of the multidisciplinary health care team providing care for people requiring mental health services.

Enrolled nurses working in the mental health care hold and apply specialised in-depth knowledge, 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 (NMBA), 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 NMBA regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Nursing

Elements and Performance Criteria

Elements	Performance criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Work as part of a multidisciplinary health care team in mental health care.	1.1. Support multidisciplinary health care team to manage care of person requiring mental health care. 1.2. Contribute to teamwork and positive group dynamics when working with health care colleagues. 1.3. 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. 1.4. Participate safely as part of team in interventions involving chemical and physical restraint, and document in accordance with organisational policies and procedures. 1.5. Identify where the acuity of a person exceeds own knowledge, skill and assessed competence and refer to multidisciplinary health care team.
2. Clarify impact of mental health treatment and rehabilitation on the person, families and carers.	2.1. Perform mental health assessment. 2.2. Identify impact of mental health condition on the person, families and carers. 2.3. Identify opportunities to provide the person, families and carers with information on availability and access to recovery-orientated health services and community resources. 2.4. Provide education to promote wellbeing and self-management of the mental health condition.
3. Relate therapeutically to a person with a mental health condition.	3.1. Respond therapeutically to behaviour recognising antecedents for behaviour. 3.2. Acknowledge individual experiences in a non-judgemental manner. 3.3. Identify stages and philosophy of therapeutic relationships.

	• 3.4. Prioritise care issues in accordance with their presentation and behaviour. • 3.5. Maintain professional boundaries with the person and set limits for therapeutic interventions. • 3.6. Identify own verbal and non-verbal cues that impact the person and others and amend communication practices. • 3.7. Seek opportunities and participate in professional development to guide own practice.
• 4. Evaluate plan of care for a person with mental health condition and support self-management.	• 4.1. Evaluate and review plan of care and propose modifications according to the person's progress toward planned outcomes. • 4.2. Evaluate nursing interventions and identified outcomes against evidence-based best practice in mental health nursing care. • 4.3. Promote self-management of condition and assist to provide accurate information. • 4.4. Document uptake of health promotion initiatives to support self-management.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN063 Apply nursing practice in the contemporary mental health care setting	HLTENN031 Apply nursing practice in the contemporary mental health care setting	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for	Equivalent

		Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	

Assessment Requirements for HLTENN063 Apply nursing practice in the contemporary mental health care setting

Modification History

N/A

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:

- provide nursing care and management for three people with a mental health condition and document progress towards planned nursing outcomes in the workplace that involves:
 - non-treatment engagement
 - 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

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- broad classifications of mental health conditions
- nursing theory in a mental health context
- 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
- national framework for recovery-oriented mental health services
- sources of research related to mental health care and evidence-based nursing practice
- national, State/Territory and local legal and ethical issues regarding participation of the person, families and carers in planning and recovery, and how these are applied in organisations and individual practice:
 - 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
- mental health legislation and its impact on individual workers
- work role boundaries including responsibilities and limitations
 - role of other workers
 - roles of families and carers
- work health and safety
- national framework for recovery-orientated mental health services:
 - principles of recovery-oriented practice
 - evidence-based practice in the context of recovery
- cultural 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
- antecedents and clinical manifestations of mental health conditions
- interventions involving chemical and physical restraint
- reducing restriction interventions
- classification systems for mental health conditions:
 - Diagnostic and Statistical Manual of Mental Disorders (DSM-5)
 - Classification of Mental and Behavioural Disorders (ICD-10)
- organisational processes for evaluation of nursing interventions.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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' requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN064 Apply nursing practice in the rural and remote setting

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to adapt nursing practice 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 (NMBA), 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 NMBA regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Nursing

Elements and Performance Criteria

Elements	Performance criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Establish impact of rural and remote context on nursing practice.	1.1. Establish systemic impacts of location on health care services as a context for work. 1.2. Identify individual situations where time, distance and environmental issues affect care. 1.3. Gather, review and analyse information to identify gaps, benefits and limitations of health care service options and capacity for effective response. 1.4. Engage with the community health care network to determine interrelationships and opportunities for collaborative work practice.
2. Adjust assessment and care practices to 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. 2.2. Adjust assessment tools and techniques within the constraints of environmental impacts on care and availability of resources in accordance with organisational 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 and 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 in changing circumstances. 2.6. Use emerging health technologies to provide specialist health care services. 2.7. Apply efficient, sustainable, flexible and responsive collaborative nursing practice models to rapidly changing needs of health care.
3. Contribute to improved outcomes in	3.1. Review own practice and professional isolation in the work environment and identify opportunities for professional development.

rural and remote communities.	• 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 organisational 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. • 3.6. Identify and take opportunities to empower community members to seek health care and participate in health promotion and illness prevention initiatives. • 3.7. Provide community health education to target areas of risk and concern and address chronic disease risk factors and illness prevention using culturally accepted modes of communication.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN064 Apply nursing practice in the rural and remote setting	HLTENN032 Apply nursing practice in the rural and remote setting	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information	Equivalent

		updated. Updated to reflect current industry practices and terminology.	

Assessment Requirements for HLTENN064 Apply nursing practice in the rural and remote setting

Modification History

N/A

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:

- work as part of the multidisciplinary health care team within scope of practice in the Australian rural and remote workplace setting that involves:
 - three emergency situations involving stabilisation and transport
 - three non-emergency situations
- respond to the required clinical interventions for three people to treat and manage the person's condition, illness or injury via communication modes including phone, video or radio
- conduct one activity in the workplace with the multidisciplinary health care team that supports improved outcomes of nursing practice in rural and remote contexts
- conduct one health education session to engage the community in development and ownership of health programs that meet locally specific health needs

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- changing demands for services in rural and remote communities using telehealth
- economic, political and socio-economic factors impacting rural and remote health care:
 - federal, State/Territories and local government funding arrangements 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 health care provided:
 - My Aged Care
 - National Disability Insurance Scheme (NDIS)
 - National Disability Insurance Agency (NDIA)
 - consumer directed care (CDC)
 - mobile health service
 - person-centred care (PCC)
 - primary health care (PHC)
 - Aboriginal Community Controlled Health Organisations (ACCHO)
 - tertiary level care, community and regional hospitals
- nursing practice models used in rural and remote contexts:
 - team nursing and shared care approach.
 - total patient care and patient-focused care
 - quality caring model used in acute care
 - process engagement and community health nursing used in chronic disease management
- assessment tools, techniques and procedures, and nursing guidelines used in rural and remote contexts
- provision of remote nursing care:
 - how and when to access emergency response services
 - communication systems, equipment and methods
- emergency situations and how the care approach can be adjusted in the rural and remote context
- non-emergency situations and how the care approach can 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 (HIH) services
- types of participants in a rural and remote multidisciplinary health care team and their roles:
 - Aboriginal health practitioner
 - community care worker
 - health care assistant
 - medical practitioner

- nurse practitioner
 - pharmacist
 - physiotherapist and occupational therapist
 - registered nurse and registered midwife
 - social worker
- options for transport including emergency services using road, air and water
- sources of information on best practice nursing in rural and remote settings
- organisational processes and how they are adapted and used in rural and remote context:
 - risk identification
 - risk management
- 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, and health information literature
- local and community cultures and health promotion activities
- role of Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM)
- Aboriginal and Torres Strait Islander health and principles of cultural safety.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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’ requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN065 Research and report on nursing trends and practice

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to identify research needs, source and analyse emerging trends and best practice in nursing and report on the outcomes of evidenced-based practice 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 (NMBA), 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 NMBA regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Nursing

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Identify research need.	1.1. Reflect on experience and outcomes of own nursing practice to identify opportunities for research. 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 research focus and develop objectives linked to workplace needs.
2. Research nursing trends and best practice.	2.1. Develop and document research plan including objectives and methodologies. 2.2. Assess and select research strategies suited to research 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 strengths, relevance, reliability and recency of information gathered by research in the context of contemporary nursing practice. 3.3. Identify and analyse how researched information can be used and adapted for workplace improvement. 3.4. Assess 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 confirm positions developed from research through collaboration with colleagues. 4.2. Develop reports using language and format reflective of the audience, purpose and context.

	• 4.3. Incorporate reasoned argument and substantiated evidence into reporting. • 4.4. Present research findings according to organisational standards and review processes.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN065 Research and report on nursing trends and practice	HLTENN033 Research and report on nursing trends and practice	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTENN065 Research and report on nursing trends and practice

Modification History

N/A

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:

- identify an area of research focus
- apply research strategies
- methodically analyse and apply one piece of nursing specific evidence-based practice to the continuous improvement of nursing practice in the workplace.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- ways in which own practice informs research
- processes for engaging others in identification of research needs
- internal and external factors that potentially impact research and its application:
 - approval frameworks
 - ethics approval
 - organisational policies and procedures
 - resource constraints
 - National Health and Medical Research Council (NHMRC)
 - Australian Commission on Safety and Quality in Health Care (ACSQHC)
 - 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 health care

- information sources for research in nursing practice:
 - 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 to interpret the research and how to use them:
 - analysing
 - comparing
 - contrasting
 - challenging
 - reflecting
 - distinguishing relevant from irrelevant
 - drawing multidisciplinary connections
 - making links between information and its application to the workplace
- report writing:
 - 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
 - copyright and plagiarism.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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' requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN066 Contribute to improvement for advancement of clinical practice

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to model high standards of performance, reflect on clinical work practices and contribute to organisational processes for systemic improvement.

This unit applies to enrolled nurses, registered with the Nursing and Midwifery Board of Australia (NMBA), 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 NMBA regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Nursing

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Model high standards of performance.	1.1. Initiate and undertake on going professional development to make own clinical performance consistent with professional standards and the organisation's vision and objectives. 1.2. Support collaboration and continuous improvement and provide ongoing professional development to colleagues. 1.3. Use professional, respectful and positive modes of communication. 1.4. Participate in committees and working parties that contribute positively to clinical practice and patient outcomes through quality improvement processes.
2. Reflect on clinical work practices and potential improvements.	2.1. Observe and reflect on effectiveness of work practices in meeting desired outcomes. 2.2. Identify opportunities for systemic improvements in own area of nursing practice. 2.3. Identify challenges and ideas with registered nurse and multidisciplinary health care team. 2.4. Test ideas with registered nurse and multidisciplinary 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 multidisciplinary health care team. 2.6. Participate in team leadership and decision making. 2.7. Undertake professional development to enable an advanced level of care provision.
3. Participate in processes for quality improvement.	3.1. Identify opportunities and contribute to organisational process for systemic improvements to clinical guidelines for nursing practice. 3.2. Represent and reflect perspectives and experience of self and colleagues in organisational forums. 3.3. Engage with multidisciplinary health care team regarding plan of care and systemic aspects of clinical practice.

	3.4. Identify and articulate issues and practical processes for implementing change.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN066 Contribute to improvement for advancement of clinical practice	HLTENN034 Contribute to the improvement of clinical practice	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Not equivalent

Assessment Requirements for HLTENN066 Contribute to improvement for advancement of clinical practice

Modification History

N/A

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:

- contribute to the improvement of one clinical work practice through participation in organisational processes for quality improvement
- apply ethical considerations and code of conduct to contribute to a system of quality improvement.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- 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
 - in accordance with the professional delegation framework
 - participation in performance review
- features of collaboration:
 - types of behaviours that support effective collaborative relationships
 - benefits of collaboration, including the value of collaboration as a problem-solving tool
 - roles played by people in a collaborative process
 - problems encountered in a collaborative process and how they are avoided and resolved
 - participation in education of self, individuals and groups in the work context

- types of clinical work practices where the enrolled nurse is involved in continuous improvement, and the structures and processes that support the improvement process in relation to:
 - clinical practice and 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 are used:
 - organisational policies and procedures
 - code of conduct and ethical behaviours
 - vision statements
 - practice in other organisations
 - clinical research and literature reviews
 - evidence-based nursing practice guidelines
 - National Safety and Quality Health Service (NSQHS) Standards
- types of opportunities in health organisations to contribute at systemic level, how they are structured, and key stakeholders involved:
 - nursing and midwifery peak bodies
 - nursing and midwifery executives
 - nurse practitioners
 - expert reference groups
 - committees
 - conferences
 - forums
 - accreditation
 - risk management and quality assurance
- strategies for participation in organisational forums:
 - how to gather and prepare relevant information
 - techniques for structuring the presentation of information and ideas
 - processes and techniques to substantiate positions and ideas.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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' requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN067 Apply, implement and monitor nursing care in a contemporary paediatric setting

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge to provide care for paediatric persons in primary health care, hospitals, hospices, home and community care, and long-term care facilities.

Nurses working in the paediatric nursing environment hold and apply specialised in-depth knowledge, 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 (NMBA), 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 NMBA regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Nursing

Elements and Performance Criteria

Elements	Performance criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Apply theoretical concepts, principles and nursing interventions in providing paediatric nursing care.	1.1 Identify health status, limitations and therapeutic nursing plan of care to provide care for the paediatric person in the paediatric environment. 1.2 Identify factors affecting health status and report significant alterations to registered nurse. 1.3 Identify and respond to psychosocial and physiological needs in a paediatric care environment. 1.4 Identify and apply systematic approach to paediatric nursing care.
2. Contribute to nursing care of the paediatric.	2.1 Identify and apply specialist paediatric nursing care. 2.2 Identify factors relevant to the physical, psychosocial, social, sexual, emotional and cognitive development in the continuity of nursing care planning. 2.3 Review and analyse clinical data in accordance with developed plan of care and communicate findings to the registered nurse and multidisciplinary health care team. 2.4 Work with multidisciplinary health care team to confirm care preferences and developmental needs.
3. Develop own practice in the paediatric care environment to perform nursing interventions to promote, maintain and restore optimal health.	3.1 Communicate appropriately according to the developmental stage of the paediatric person during assessment and collection of health information. 3.2 Identify quality and safety issues in paediatric care. 3.3 Identify actual and potential risks when providing paediatric care and participate in identifying organisational risk assessment and management processes.

	• 3.4 Prioritise and provide nursing care according to the assessed care and developmental needs and re-prioritise planned care activities where the condition changes. • 3.5 Identify where the acuity and assessed care needs exceeds level of knowledge, skill and competence and refer to registered nurse. • 3.6 Support the paediatric person, families and carers using developmental care, atraumatic care and family-centred care principles.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN067 Apply, implement and monitor nursing care in a contemporary paediatric setting		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for HLTENN067 Apply, implement and monitor nursing care in a contemporary paediatric setting

Modification History

N/A

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:

- perform nursing interventions on two paediatric persons in the workplace:
 - communicate in a developmental style
 - complete a physical and social assessment of the paediatric person and their families and carers
 - assess and document vital signs
 - assess, plan, carry out, evaluate and document person-centred nursing care in partnership with paediatric person, families, carers and the multidisciplinary health care team
 - deliver nursing care in accordance with policies, procedures and professional standards for practice
 - apply the principles of growth and developmental milestones to clinical practice
 - identify the potential impact of hospitalisation on paediatric persons

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- paediatric development:
 - physical
 - cognitive
 - psychosocial
- paediatric nursing care
- tools used to prevent trauma:
 - play therapy
 - procedural sedation

- family strategies
- health problems in paediatrics
- disease process and paediatric conditions
- paediatric assessment and documentation
- impacts of hospitalisation and disease process on paediatric person
- oral hygiene
- nutritional advice for:
 - healthy diet related to developmental stage
 - anorexia
 - obesity
- legal and ethical issues for care of children and working with children
- legislative requirements including mandatory reporting of child sexual abuse
- conditions for creating a safe physical, social and emotional environment for paediatric persons and those at high risk
- paediatric life-limiting conditions and support services for paediatric person, families and carers.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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’ requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTENN068 Provide end of life care and a palliative approach in nursing practice

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to provide a person-centred approach to palliative and end of life care in primary health care, hospitals, hospices, home and community care, 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 (NMBA) regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Enrolled Nursing

Unit sector(s)

Nursing

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Identify and apply palliative approach to care.	1.1. Undertake assessments using palliative principles and approach. 1.2. Apply pathophysiological changes associated with a life-limiting illness. 1.3. Assess pain management and implement strategies to address pain. 1.4. Assess preferences for symptom management and quality of life. 1.5. Reflect on lifestyle choices to formulate and implement the plan of care. 1.6. Identify and work within roles and responsibilities of the multidisciplinary health care team when planning palliative care.
2. Support families and carers using palliative care approach.	2.1. Identify and apply the advanced care plan and directive. 2.2. Provide the families and carers with opportunities to confirm spiritual and cultural issues. 2.3. Apply communication techniques when accessing support services. 2.4. Monitor condition and provide accurate and timely information that respects the families and carers' wishes.
3. Identify needs of a person requiring end of life care.	3.1. Provide nursing care by applying a palliative approach and culturally sensitive end of life care. 3.2. Provide symptom management including goals of care, education, psychological and spiritual support. 3.3. Identify end of life care needs for those with cognitive decline and mental health impairment.
4. Identify and respond to signs of deterioration and the stages of dying.	4.1. Support the person, families and carers throughout the end of life phase. 4.2. Identify physiological signs and symptoms of dying and report signs of deterioration and implement the person's wishes as per the plan of care.

	4.3. Support the dignity of the person when undertaking care activities in their end of life stages. 4.4. Identify and respond to legal and ethical issues with deterioration and stages of dying.
5. Provide care after death.	5.1. Determine extinction of life and acknowledge bereavement support. 5.2. Ensure after death care is carried out with dignity and respect, and that individual customs, culture, religion, spiritual practices and choices are taken into account. 5.3. Provide care of the body after death using standard precautions.
6. Recognise and reflect on own emotional self-care.	6.1. Identify and reflect on own need for self-care. 6.2. Identify and implement ways to sustain own social and emotional wellbeing. 6.3. Encourage self and colleagues to access support and participate in professional debriefing.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTENN068 Provide end of life care and a palliative approach in nursing practice		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for HLTENN068 Provide end of life care and a palliative approach in nursing practice

Modification History

N/A

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:

- analyse health information and clinical presentation of one person to reach a conclusion of possible palliative care planning and nursing interventions
- provide nursing care using a palliative approach to one person in the workplace
- perform nursing interventions through the end of life stages to one person
- The tasks must include professional interactions with the person, families and carers

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- identification of needs of the person, families and carers through a palliative care approach
- assessment and management of delirium
- State/Territory legislation on advance care planning, advance care directives and notification of a death
- cultural, religious and spiritual factors underpinning end of life choices
- ethical and legal issues related to a palliative care approach:
 - voluntary assisted dying
 - decisions regarding advance care directives
 - conflicts that occur in relation to personal values and decisions made by and for the person
 - organ donation
 - request for autopsy
- hydration and nutrition requirements during palliative care and at end of life
- pain management:

- medication administered using a syringe driver and intima sub-cut lines
 - common non-pharmaceutical and complementary care
- indications and contraindications for use of syringe driver 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, families, carers and team members
- own role and responsibilities, and those of other team members involved in palliative care
- digital tools used to support a palliative approach in aged care settings
- organisational policies, procedures, protocols and practices in relation to palliative care
- resources available to those requiring grief and bereavement support.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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’ requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTFSE001 Follow basic food safety practices

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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

	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTFSE001 Follow basic food safety practices	HLTFS207C Follow basic food safety practices	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.	Not equivalent

Assessment Requirements for HLTFSE001 Follow basic food safety practices

Modification History

N/A

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
 - 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:

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTFSE002 Provide ward or unit based food preparation and distribution services

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Distribute and collect menus from clients according to established routines and procedures	1.1 Distribute menus to clients receiving diet therapy or 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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTFSE002 Provide ward or unit based food preparation and distribution services	HLTFS201D Distribute meals and refreshments to clients	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	Not equivalent

		evidence. Removed prerequisite.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTFSE002 Provide ward or unit based food preparation and distribution services	HLTFS204D Provide ward or unit based food preparation and distribution services	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.	Not equivalent

Assessment Requirements for HLTFSE002 Provide ward or unit based food preparation and distribution services

Modification History

N/A

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:

- 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTFSE003 Perform kitchenware washing

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTFSE003 Perform kitchenware washing	HLTFS205D Perform kitchenware washing	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.	Not equivalent

		New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.	

Assessment Requirements for HLTFSE003 Perform kitchenware washing

Modification History

N/A

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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTFSE004 Serve cafeteria customers

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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

2. Prepare <i>product</i> 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTFSE004 Serve cafeteria customers	HLTFS206D Carry out cafeteria operations	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	Not equivalent

		requirements. Significant change to knowledge evidence. Removed prerequisite.	

Assessment Requirements for HLTFSE004 Serve cafeteria customers

Modification History

N/A

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)
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTFSE005 Apply and monitor food safety requirements

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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

	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTFSE005 Apply and monitor food safety requirements	HLTFS310C Apply and monitor food safety requirements	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	Not equivalent

		assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.	

Assessment Requirements for HLTFSE005 Apply and monitor food safety requirements

Modification History

N/A

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)
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTFSE006 Prepare foods suitable for a range of client groups

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Identify the <i>client groups</i> 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, dietitian and medical staff

	1.3 Identify a range of <i>foods</i> 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 <i>meals</i> 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 appealing 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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTFSE006 Prepare foods suitable for a range of client groups	HLTFS302D Prepare foods suitable for a range of food service settings	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.	Not equivalent

Assessment Requirements for HLTFSE006 Prepare foods suitable for a range of client groups

Modification History

N/A

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
- 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTFSE007 Oversee the day-to-day implementation of food safety in the workplace

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Support colleagues to implement the food safety program	1.1 Communicate food safety requirements and procedures to others in the workplace 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTFSE007 Oversee the day-to-day implementation of food safety in the workplace	HLTFS309C Oversee the day-to-day implementation of food safety in the workplace	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	Not equivalent

		assessment, including volume and frequency requirements. Significant change to knowledge evidence.	

Assessment Requirements for HLTFSE007 Oversee the day-to-day implementation of food safety in the workplace

Modification History

N/A

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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTFSE008 Conduct internal food safety audits

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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 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.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTFSE008 Conduct internal food safety audits	HLTFS312C Conduct food safety audits	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.	Not equivalent

Assessment Requirements for HLTFSE008 Conduct internal food safety audits

Modification History

N/A

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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTFSE009 Apply cook-freeze and reheating processes

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTFSE009 Apply cook-freeze and reheating processes	HLTFS203D Apply cook-freeze processes	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.	Not equivalent

Assessment Requirements for HLTFSE009 Apply cook-freeze and reheating processes

Modification History

N/A

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
- 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.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTHPS001 Take clinical measurements

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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

	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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTHPS001 Take clinical measurements	CHCAC410B Collect technical data to support client health care plan	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTHPS001 Take clinical measurements	HLTMAMP401C Assist with clinical measurements in a medical practice	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.	Not equivalent

Assessment Requirements for HLTHPS001 Take clinical measurements

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined 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
 - 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

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTHPS002 Support health professional in the delivery of care

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTHPS002 Support health professional in the delivery of care	HLTMAMP402C Assist with clinical procedures in a medical practice	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	Not equivalent

		requirements. Significant change to knowledge evidence. Removed prerequisite.	

Assessment Requirements for HLTHPS002 Support health professional in the delivery of care

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
 - 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:
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTHPS003 Maintain medication stocks

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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 unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTHPS003 Maintain medication stocks	HLTMAMP404B Maintain medication stocks in a medical practice	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.	Not equivalent

Assessment Requirements for HLTHPS003 Maintain medication stocks

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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*
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTHPS004 Measure spirometry

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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

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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTHPS004 Measure spirometry	HLTPAT414D Measure spirometry-flow volume loop	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.	Not equivalent

		New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTHPS011 Measure spirometry	HLTHPS004 Measure spirometry		Equivalent

Assessment Requirements for HLTHPS004 Measure spirometry

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTHPS005 Handle medical specimens

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTHPS005 Handle medical specimens	HLTMAMP409B Handle specimens in a medical practice	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.	Not equivalent

Assessment Requirements for HLTHPS005 Handle medical specimens

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTHPS006 Assist clients with medication

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTHPS006 Assist clients with medication	CHCCS305C Assist clients with medication	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.	Not equivalent

		Significant change to knowledge evidence.	

Assessment Requirements for HLTHPS006 Assist clients with medication

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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

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
 - pessary
 - 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

Assessment Conditions

Skills must have been 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTHPS007 Administer and monitor medications

Modification History

N/A

Application

This unit describes the skills and knowledge required to administer medications to people and monitor them, as per the delegation from a relevant health professional, in accordance with legislation and the employing organisation's medication and delegation policies and practice.

This unit applies to community services and health workers with the relevant authority in their state or territory to administer medication and monitor them as per the delegation from a relevant health professional.

Ongoing requirements to demonstrate competency in drug calculations may apply, and users should refer to relevant state/territory regulatory 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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
1. Identify situations that are a potential risk to the	1.1 Access and read information to enable identification of substance incompatibilities based on care plan and delegation

safe administration of medications	1.2 Identify environmental and time management issues that may impact on or contraindicate administration of medication 1.3 Report potential risks related to medication administration to delegating health professional 1.4 Confirm client identity and if any allergies exist 1.5 Identify drugs and poisons schedules and classifications as determined by law 1.6 Pro-actively identify any limitations in own capability in relation to undertaking delegated medication administration function and report to delegating health professional
2. Prepare for medication administration	2.1 Confirm delegating health professionals authority to proceed with delegation of medication administration according to organisation policies, guidelines and protocols and jurisdictional legislative and regulatory requirements 2.2 Clarify own role and limitations in providing assistance with medication administration with delegating health professional 2.3 Check that all equipment, including dose administration aids, are complete, ready for use, up to date and tamper free before proceeding 2.4 Follow infection control procedures 2.5 Confirm medication administration route and procedure 2.6 Confirm purpose and function of prescribed medications from care plans and delegating health professional 2.7 Accurately calculate medication dosages according to authorised documented request 2.8 Prepare medications according to delegated role and in line with legal and environmental guidelines
3. Identify and prepare the client for administration of medication	3.1 Greet and identify client according to organisation procedures and prepare for medication administration 3.2 Check client medication according to organisation guidelines and the delegation from the health professional 3.3 Accurately explain the administration procedure to the client

	3.4 Prior to the administration of medication, check the client for any physical or behavioural changes that may indicate the need to report to delegating health professional
4. Administer medications within legal parameters	4.1 Administer medications as delegated within role responsibility 4.2 Administer medications according to "rights of medication", specific requirements from the form prescribed and in accordance with defined legislation, organisation procedures, professional standards and prescriber's written instructions where available 4.3 Assist the client taking the medication as required and according to documented procedures and professional standards 4.4 Oversee and observe the client when taking medication and confirm ingestion or completion of administration 4.5 Dispose of all used and unused medication, containers, according to organisation procedures 4.6 Identify signs from client "when necessary" medications might be required, then inform delegating health practitioner and act in accordance with organisation's policies, procedures, delegation and role responsibility 4.7 Record administration of medications according to organisation policy 4.8 Provide accurate information to clients and carers on medication administration, including possible side effects as per instructions of the delegating health professional
5. Monitor client response to administered medication	5.1 Identify possible acute and delayed adverse reactions to medications, respond within role responsibility and report to supervisor or health professional 5.2 Implement emergency response for identified acute and delayed adverse reactions within role responsibility 5.3 Record and report response to emergency strategies 5.4 Identify signs of a client experiencing pain and report to health professional 5.5 Observe and record client response to pain relieving medication and report to health professional

6. Handle medication contingencies	6.1 Report medication refusal or incomplete ingestion to supervising health professional according to organisation's procedures and protocols 6.2 Clearly identify contaminated or out of date medication and implement organisation's procedures for safe and appropriate disposal 6.3 Observe and record changes in the client's condition according to the organisation's guidelines and report to supervisor and health professional 6.4 Record and report any inconsistencies according to delegation and organisation guidelines and procedures
7. Complete medication distribution and administration	7.1 Manage medication equipment and used containers according to infection control guidelines 7.2 Complete arrangements and procedures to replenish dose administration aids and supplies 7.3 Store medication charts, care plans and treatment sheets according to the organisation's procedures 7.4 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.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTHPS007 Administer and monitor medications	CHCCS424B Administer and monitor medications	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.	Not equivalent

Assessment Requirements for HLTHPS007 Administer and monitor medications

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- safely administered medication to at least 10 different people, including:
 - applied the rights of medication
 - consulted and confirmed actions with an authorised practitioner at all relevant times
 - determined medication requirements
 - understood and responded appropriately to orders and instructions for medication
- calculated medications with 100% accuracy and used the rights of medication and standard precautions to administer medication, using each of the following routes or methods:
 - oral
 - sublingual/buccal
 - dry powder inhalers
 - metered dose/spacer inhalers
 - nebulisers
 - topical medications
 - suppositories
 - sub-cutaneous injection using pre-loaded syringes or pens
- documented the administration of medication according to legislative requirements and organisation procedures and policies

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- legislation, regulations, codes of practice, professional standards and workplace policies, including:

- commonwealth and state/territory legislation concerning administration of medication, including the Drugs and Poisons Act
 - Disability Services Acts (commonwealth and state/territory)
 - Aged Care Act
 - duty of care
 - work health and safety
 - standard and additional precautions
- principles, practices and regulatory framework underpinning delegation and supervision, accountability and responsibility
- roles and responsibilities of those involved in assisting with medications and limitations of own role
- scheduled medications and interpretation of scheduling:
 - schedule 2
 - schedule 3
 - schedule 4
 - schedule 8
- forms of medication, and how they are handled, administered and stored, including:
 - capsules
 - drops
 - inhalants
 - liquid
 - lotion and cream
 - ointments
 - patches
 - powder
 - tablets
 - wafers
 - pessary
 - suppository
- basic pharmacology of medications, including:
 - pharmacodynamics (biochemical and physiological effects of commonly used pharmacology on the body)
 - pharmacokinetics (the action of commonly used pharmacology in the body over a period of time, including the processes of absorption)
 - pharmacotherapeutics (therapeutic uses and effects of pharmacology used for common medical conditions)

- toxicology (adverse effects of chemicals on the organs of the body)
- key aspects of medication groups and categories and their general effect on body systems and major disorders, including:
 - central nervous system
 - musculo-skeletal system
 - peripheral nervous system
 - endocrine system
 - cardiovascular system
 - respiratory system
 - gastrointestinal system
 - renal/urinary system
 - reproductive systems
 - immune system
 - integumentary system
 - eye, ear and special senses
 - micro-organisms
 - neoplastic disease
- major factors that affect the action of drugs, including:
 - age
 - disease
 - processes
 - nutrition
 - hydration
- cross infection and prevention strategies including:
 - correct hand washing techniques
 - glove usage
 - awareness of how infection is spread
- procedures and legal requirements for different medication administration routes and consequences of incorrect use:
 - aural
 - insulin by sub-cutaneous injection using pre-loaded syringes or pens
 - intranasal
 - ocular
 - oral

- rectal
 - topical (including transdermal)
 - vaginal
- substance incompatibilities and contra-indications, including those related to:
 - warfarin and aspirin
 - medication and diet
 - medication and sunlight
 - infection
 - alcohol
- basic understanding of:
 - anaphylactic reactions
 - side effects
 - precautions
- characteristics of at least twenty commonly used medications in the area of work, including prescribed and over the counter medications:
 - purpose
 - expected effects and potential reactions, including anaphylactic reactions
 - contraindications for use
 - consequences of incorrect use
 - storage requirements
 - disposal requirements
- documentation requirements for medication administration:
 - purpose
 - potential impacts of errors and reasons for error
 - medication charts, their role and procedures for use

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 practice in the workplace:

- calculated medications with 100% accuracy and used the rights of medication and standard precautions to administer medication

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 plans
 - 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 Torres Strait Islander health practitioner.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTHPS008 Provide clinical mentoring in the work environment

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element</i>
1. 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 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 4. Evaluate the mentoring process	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 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTHPS008 Provide clinical mentoring in the work environment	HLTAMBCR504C Provide clinical mentoring in the work environment	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.	Not equivalent

Assessment Requirements for HLTHPS008 Provide clinical mentoring in the work environment

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete 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

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTHPS009 Perform peripheral intravenous cannulation

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>

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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTHPS009 Perform peripheral intravenous cannulation	HLTPAT409D Perform intravenous cannulation for sample collection	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.	Not equivalent

Assessment Requirements for HLTHPS009 Perform peripheral intravenous cannulation

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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
 - 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

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTHPS010 Interpret and use information about nutrition and diet

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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 <i>Australian dietary guidelines</i> 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTHPS010 Interpret and use information		This unit has been created to address a skill or task required	Newly created

about nutrition and diet		by industry that is not covered by an existing unit of competency	

Assessment Requirements for HLTHPS010 Interpret and use information about nutrition and diet

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTHSS002 Perform general maintenance and provide assistance to tradespersons

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. Identify and plan for maintenance task	1.1 Receive maintenance request and assess requirements 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 <i>personal protective equipment in accordance with legislative and organisation requirements</i> 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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTHSS002 Perform general maintenance and provide assistance to tradespersons	HLTGM202D Use hand and power tools	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTHSS002 Perform general maintenance and provide	HLTGM203D Perform minor general maintenance	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	Not equivalent

assistance to tradespersons		performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTHSS002 Perform general maintenance and provide assistance to tradespersons	HLTGM204D Assist tradesperson with construction and maintenance	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.	Not equivalent

Assessment Requirements for HLTHSS002 Perform general maintenance and provide assistance to tradespersons

Modification History

N/A

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
 - 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTHSS003 Perform general cleaning tasks in a clinical setting

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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

	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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTHSS003 Perform general cleaning tasks in a clinical setting	HLTMS206D Perform general cleaning tasks in a clinical setting	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTHSS003 Perform general cleaning tasks in a clinical setting	HLTMS208D Handle waste in a health care environment	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTHSS009 Perform general cleaning tasks in a clinical setting	HLTHSS003 Perform general cleaning tasks in a clinical setting	Equivalent. Minor changes to wording to improve clarity. Unit Code updated.	Equivalent

Assessment Requirements for HLTHSS003 Perform general cleaning tasks in a clinical setting

Modification History

N/A

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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTHSS004 Handle and move equipment, goods and mail

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Prepare to move equipment, goods and mail	1.1 Sort equipment, goods and mail for collection and internal and external delivery 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTHSS004 Handle and move equipment, goods and mail	HLTMS204D Handle and move equipment, goods, mail and furniture	This version was released in HLT Health Training Package release 3.0 and meets the	Not equivalent

		requirements of 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.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTHSS010 Handle and move equipment, goods and mail	HLTHSS004 Handle and move equipment, goods and mail	Equivalent. Minor changes to wording to improve clarity. Unit Code updated.	Equivalent

Assessment Requirements for HLTHSS004 Handle and move equipment, goods and mail

Modification History

N/A

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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTHSS005 Undertake routine stock maintenance

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Maintain and monitor stock levels	1.1 Monitor quality of <i>stock</i> and storage conditions, including temperature, light, humidity, pest control and stock organisation 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 <i>location</i>

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTHSS005 Undertake routine stock maintenance	HLTMS203D Undertake routine stock maintenance	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.	Not equivalent

		New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTHSS011 Maintain stock inventory	HLTHSS005 Undertake routine stock maintenance	Equivalent. Minor changes to wording to improve clarity. Unit Code and Title updated.	Equivalent

Assessment Requirements for HLTHSS005 Undertake routine stock maintenance

Modification History

N/A

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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTHSS006 Collect and manage linen stock at user-location

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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

	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTHSS006 Collect and manage linen stock at user-location	HLTMS201D Collect and manage linen stock at user-location	This version was released in HLT Health Training Package release 3.0 and meets the requirements of the 2012 Standards for	Not equivalent

		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.	

Assessment Requirements for HLTHSS006 Collect and manage linen stock at user-location

Modification History

N/A

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:
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTHSS007 Handle medical gases safely

Modification History

N/A

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 .

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Follow workplace requirements and relevant legislation to prepare for handling and storage of medical gas and equipment	1.1 Read work sheets to determine medical gas handling requirements

	1.2 Select equipment required for medical gas handling 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 <i>medical gas equipment</i> to ensure cleanliness of all components, including yoke, manifold or regulator 1.5 Identify potential medical gas <i>hazards</i> to work and manage associated risks according to job requirements 1.6 Report and document identified hazards and risks 1.7 Select emergency and <i>personal protective equipment</i> 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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTHSS007 Handle medical gases safely	HLTMS207D Handle medical gases safely	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	Not equivalent

		volume and frequency requirements. Significant change to knowledge evidence.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTHSS012 Handle medical gases safely	HLTHSS007 Handle medical gases safely	Equivalent. Minor changes to wording to improve clarity. Unit Code updated.	Equivalent

Assessment Requirements for HLTHSS007 Handle medical gases safely

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTHSS008 Perform routine servicing of plant, equipment and machinery

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Carry out routine assessment of plant, equipment and machinery	1.1 Identify service requirements of plant, equipment and machinery according to organisation requirements and 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 <i>appropriate person/s</i> 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTHSS008 Perform routine servicing of plant, equipment and machinery	HLTGM201D Perform routine servicing of plant, equipment and machinery	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	Not equivalent

		the elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence.	

Assessment Requirements for HLTHSS008 Perform routine servicing of plant, equipment and machinery

Modification History

N/A

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 routine 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTINF001 Comply with infection prevention and control policies and procedures

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTINF001 Comply with infection prevention and control policies and procedures	HLTIN301C Comply with infection control policies and procedures	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTINF006 Apply basic principles and practices of infection prevention and control	HLTINF001 Comply with infection prevention and control policies and procedures	Non Equivalent. Changes to Title, Application, Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to align with national standards and contemporary terminology suitable to a range of work settings. Assessment Conditions updated for clarity.	Not equivalent

Assessment Requirements for HLTINF001 Comply with infection prevention and control policies and procedures

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTINF002 Process reusable medical devices and equipment

Modification History

N/A

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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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 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.	

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTINF002 Process reusable medical devices and equipment	HLTIN302C Process reusable instruments and equipment in health work	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages.	Not equivalent

		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.	

Assessment Requirements for HLTINF002 Process reusable medical devices and equipment

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTINF003 Implement and monitor infection prevention and control policies and procedures

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTINF003 Implement and monitor infection prevention and control policies and procedures	HLTIN403C Implement and monitor infection control policy and procedures	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	Not equivalent

		requirements for assessment, including volume and frequency requirements. Significant changes to knowledge evidence. Removed prerequisite.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTINF007 Implement and monitor infection prevention and control standards, policies and procedures	HLTINF003 Implement and monitor infection prevention and control policies and procedures	Non Equivalent. Changes to Title, Application, Elements, Performance Criteria, Performance Evidence and Knowledge Evidence to align with national standards and contemporary terminology suitable to a range of work settings. Assessment Conditions updated for clarity.	Not equivalent

Assessment Requirements for HLTINF003 Implement and monitor infection prevention and control policies and procedures

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTINF004 Manage the prevention and control of infection

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTINF004 Manage the prevention and control of infection	HLTIN504D Manage the control of infection	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.	Not equivalent

Assessment Requirements for HLTINF004 Manage the prevention and control of infection

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTINF005 Maintain infection prevention for skin penetration treatments

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTINF005 Maintain infection prevention	HLTIN402C Maintain infection control	This version was released in HLT Health Training Package release 3.0	Not equivalent

for skin penetration treatments	standards in office practice settings	and meets the requirements of 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.	

Assessment Requirements for HLTINF005 Maintain infection prevention for skin penetration treatments

Modification History

N/A

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.

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTINFCOV001 Comply with infection prevention and control policies and procedures

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTINFCOV001 Comply with infection prevention and control policies and procedures		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for HLTINFCOV001 Comply with infection prevention and control policies and procedures

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTKIN001 Develop kinesiology practice

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTKIN001 Develop kinesiology practice	HLTKIN401C Work within a kinesiology framework	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.	Not equivalent

Assessment Requirements for HLTKIN001 Develop kinesiology practice

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
- 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTKIN002 Conduct indicator muscle monitoring

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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
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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTKIN002 Conduct indicator muscle monitoring		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for HLTKIN002 Conduct indicator muscle monitoring

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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:

- 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTKIN003 Perform kinesiology assessments

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTKIN003 Perform kinesiology assessments	HLTKIN402B Plan the kinesiology session	This version was released in HLT Health 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.	Not equivalent

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTKIN003 Perform kinesiology assessments	HLTKIN403B Apply kinesiology assessment framework	This version was released in HLT Health 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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTKIN003 Perform kinesiology assessments	HLTKIN404B Perform the kinesiology health assessment	This version was released in HLT Health 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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTKIN003 Perform kinesiology assessments	HLTKIN506B Perform an advanced kinesiology health assessment	This version was released in HLT Health 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.	Not equivalent

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTKIN003 Perform kinesiology assessments	HLTKIN507B Plan an advanced kinesiology session	This version was released in HLT Health 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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTKIN003 Perform kinesiology assessments	HLTKIN508B Apply an advanced kinesiology assessment framework	This version was released in HLT Health 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.	Not equivalent

Assessment Requirements for HLTKIN003 Perform kinesiology assessments

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
 - 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:
 - 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
 - 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
- 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTKIN004 Provide kinesiology balances

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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

	4.5 Compare 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTKIN004 Provide kinesiology balances	HLTKIN405B Provide kinesiology balances	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages.	Not equivalent

		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.	

Assessment Requirements for HLTKIN004 Provide kinesiology balances

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
 - 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:
 - 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 unmonitored muscles, tendons and ligaments
 - muscle stretch
 - repeated/sustained muscle imbalance
 - reactive muscle patterns
- structural balancing techniques , why and how they are used, 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 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

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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTKIN005 Monitor and evaluate client progress

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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

	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTKIN005 Monitor and evaluate client progress	HLTKIN509B Monitor and evaluate kinesiology balances	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.	Not equivalent

Assessment Requirements for HLTKIN005 Monitor and evaluate client progress

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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

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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTMSG001 Develop massage practice

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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
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.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTMSG001 Develop massage practice	HLTREM401D Work within a massage framework	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTMSG009 Develop massage practice	HLTMSG001 Develop massage practice	Non Equivalent. Unit code changed. Application statement amended to better reflect intent of unit. Significant changes to Elements, Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions.	Not equivalent

Assessment Requirements for HLTMSG001 Develop massage practice

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTMSG002 Assess client massage needs

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTMSG002 Assess client massage needs	HLTREM407C Plan massage treatment	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTMSG002 Assess client massage needs	HLTREM408C Apply massage assessment framework	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTMSG002 Assess client massage needs	HLTREM409C Perform massage health assessment	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	Not equivalent

		performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTMSG010 Assess client massage needs	HLTMSG002 Assess client massage needs	Non Equivalent. Unit code changed. Minor amendments to Application statement. Significant changes to Elements, Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions.	Not equivalent

Assessment Requirements for HLTMSG002 Assess client massage needs

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
 - 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
- piriformis
- quadriceps
- tibialis anterior
- peroneals
- hamstrings
- adductor magnus
- adductor longus
- gastrocnemius
- soleus
- deltoid
- biceps brachii
- triceps brachii
- flexor carpi radialis
- 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)
 - 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTMSG003 Perform remedial massage musculoskeletal assessments

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTMSG003 Perform remedial massage musculoskeletal assessments	HLTREM503C Plan remedial massage treatment strategy	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	Not equivalent

		requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTMSG003 Perform remedial massage musculoskeletal assessments	HLTREM504C Apply remedial massage assessment framework	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTMSG003 Perform remedial massage musculoskeletal assessments	HLTREM505C Perform remedial massage health assessment	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTMSG013 Perform remedial massage musculoskeletal assessments	HLTMSG003 Perform remedial massage musculoskeletal assessments	Non Equivalent. Unit code changed. Minor change to Element 2. Significant changes to Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions. Mandatory work placement requirements added.	Not equivalent

Assessment Requirements for HLTMSG003 Perform remedial massage musculoskeletal assessments

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined 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
 - 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
- 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
- sartorius
- gracilis
- 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 radialis
- 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
 - 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

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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTMSG004 Provide massage treatments

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTMSG004 Provide massage treatments	HLTREM406C Provide massage treatment	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTMSG011 Provide massage treatments	HLTMSG004 Provide massage treatments	Non Equivalent. Unit code changed. Significant changes to Performance Criteria, Performance Evidence, Knowledge	Not equivalent

		Evidence and Assessment Conditions. Mandatory work placement requirements added.	

Assessment Requirements for HLTMSG004 Provide massage treatments

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined 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

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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTMSG005 Provide remedial massage treatments

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTMSG005 Provide remedial massage treatments	HLTREM502C Provide remedial massage treatment	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTMSG014 Provide remedial massage treatments	HLTMSG005 Provide remedial massage treatments	Non Equivalent. Unit code changed. Significant changes to Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions. Mandatory work placement requirements added.	Not equivalent

Assessment Requirements for HLTMSG005 Provide remedial massage treatments

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
 - 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

- 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTMSG006 Adapt remedial massage treatments to meet specific needs

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTMSG006 Adapt remedial massage treatments to meet specific needs	HLTREM510B Provide specialised remedial massage treatments	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTMSG006 Adapt remedial massage treatments to meet specific needs	HLTREM511B Provide remedial massage treatment for women and children	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTMSG015 Adapt massage	HLTMSG006 Adapt remedial massage treatments	Non Equivalent. Unit code and Title changed. Significant changes to Elements and Performance Criteria,	Not equivalent

treatments to meet specific needs	to meet specific needs	Performance Evidence, Knowledge Evidence and Assessment Conditions. Mandatory work placement requirements added.	

Assessment Requirements for HLTMSG006 Adapt remedial massage treatments to meet specific needs

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:

- 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

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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTMSG007 Adapt remedial massage practice for athletes

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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

	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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTMSG007 Adapt remedial massage practice for athletes	HLTREM513C Provide remedial massage treatment to athletes	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTMSG018 Adapt massage practice for athletes	HLTMSG007 Adapt remedial massage practice for athletes	Non Equivalent. Unit code changed. Significant changes to Performance Criteria and Performance Evidence.	Not equivalent

Assessment Requirements for HLTMSG007 Adapt remedial massage practice for athletes

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - chiropractors
 - osteopaths
 - exercise therapists
 - dietitians/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
 - 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
 - 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTMSG008 Monitor and evaluate remedial massage treatments

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTMSG008 Monitor and evaluate remedial massage treatments		This unit has been created to address a skill or task required	Newly created

		by industry that is not covered by an existing unit of competency	

Assessment Requirements for HLTMSG008 Monitor and evaluate remedial massage treatments

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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:

- 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTOHC001 Recognise and respond to oral health issues

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element</i>
1. Identify 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 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/carers 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/carers 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOHC001 Recognise and respond to oral health issues	CHCOHC404A Recognise and respond to signs and symptoms that may indicate oral health issues	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOHC007 Recognise and respond to oral health issues	HLTOHC001 Recognise and respond to oral health issues	This version was released in HLT Health Training Package Release 6.1 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry	Not equivalent

		practices and terminology.	

Assessment Requirements for HLTOHC001 Recognise and respond to oral health issues

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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:

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTOHC002 Inform and support patients and groups about oral health

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element</i>

1. Develop and maintain understanding of oral health information and issues	1.1 Build on understanding of what constitutes good oral health 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOHC002 Inform and support patients and groups about oral health	CHCOHC401A Inform and encourage clients and groups to understand and achieve good oral health	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOHC002 Inform and support patients and groups about oral health	CHCOHC402A Support clients and groups to learn	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012	Not equivalent

	practical aspects of oral health care	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.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOHC008 Inform and support patients and groups about oral health	HLTOHC002 Inform and support patients and groups about oral health	This version was released in HLT Health Training Package Release 6.1 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTOHC002 Inform and support patients and groups about oral health

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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:

- 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTOHC003 Apply and manage use of basic oral health products

Modification History

N/A

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).

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 the policies and procedures of the oral health practice or organisation

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element</i>
1. 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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOHC003 Apply and manage use of basic oral health products	CHCOHC406B Provide or assist with oral hygiene	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	Not equivalent

		including volume and frequency requirements.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOHC009 Apply and use basic oral health products	HLTOHC003 Apply and manage use of basic oral health products	This version was released in HLT Health Training Package Release 6.1 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTOHC003 Apply and manage use of basic oral health products

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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
- 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
 - 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

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTOHC005 Use basic oral health screening tools

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element</i>
1. 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 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOHC005 Use basic oral health screening tools	CHCOHC303B Use basic oral health screening tools	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOHC010 Use basic oral health screening tools	HLTOHC005 Use basic oral health screening tools	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTOHC005 Use basic oral health screening tools

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTOHC006 Apply fluoride varnish

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element</i>
1. 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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOHC006 Apply fluoride varnish	HLTOHC408B Apply fluoride varnish	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTOHC011 Apply fluoride varnish	HLTOHC006 Apply fluoride varnish	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTOHC006 Apply fluoride varnish

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTOHC007 Recognise and respond to oral health issues

Modification History

N/A

Application

This unit describes the performance outcomes, 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 standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

N/A

Unit sector(s)

Oral Health

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

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, 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. 1.4. Apply safe manual handling techniques to support patients with special care needs.
2. Undertake basic visual oral check and questioning.	2.1. Obtain consent from the patient, family or carer to conduct basic visual oral check and questioning. 2.2. Ensure comfort of patient by developing trust and rapport, adapting environment 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 family or 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 family or carer in line with organisational 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 focussed communication strategies to provide information relevant to promoting and maintaining good oral health. • 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.

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOHC007 Recognise and respond to oral health issues	HLTOHC001 Recognise and respond to oral health issues	This version was released in HLT Health Training Package Release 6.1 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Not equivalent

Assessment Requirements for HLTOHC007 Recognise and respond to oral health issues

Modification History

N/A

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:

- perform a visual oral health check on five different patients, including:
 - identifying any signs and symptoms related to oral health care issues
 - gathering relevant information from visual check and questioning to initiate appropriate follow up oral health care
 - using safe manual handling techniques as required when working with patients with special care needs.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- 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
- State or 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 including 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, including from a seizure
- medical history
- oral piercings
- patient oral health information
- presence of plaque and calculus
- psychological issues, including 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 or carer to child
- teeth misalignment causing trauma to teeth
- trauma to mouth as a result of an accident
- communication strategies that focus on patient needs including mental health and disabilities
- safe manual handling techniques
- organisational policies and procedures for:
 - patient privacy
 - confidentiality of patient information and disclosure
 - documentation and reporting
- healthy eating recommendations as identified in the National Health and Medical Research Council's (NHMRC) Australian dietary guidelines.

Assessment Conditions

Skills 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 ten simulation scenarios prior to demonstration in the workplace or with members of the general public:

- performing a visual oral health check

Assessment must ensure:

- access to suitable equipment and resources, including:
 - appropriate personal protective equipment (PPE)
- access to current Dental board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines and practice standards
- access to current Dental Board of Australia (DBA) infection control and record keeping guidelines
- access to National Health and Medical Research Council's (NHMRC) Australian dietary guidelines
- access to organisational policies and procedures for:
 - patient privacy
 - confidentiality of patient information and disclosure
 - documentation and reporting
- modelling of industry operating conditions including access to people for simulations and scenarios in oral health care work.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTOHC008 Inform and support patients and groups about oral health

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to provide practical information and instruction to patients and groups to promote and support good oral health care practices. This enables 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 standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

N/A

Unit sector(s)

Oral Health

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Develop and maintain understanding of oral health information and issues.	1.1. Use credible sources of oral health information to interpret what constitutes good oral health. 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 or carer. 3.2. Instruct and explain tooth brushing and soft tissue techniques and use of appropriate aids, detailing 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 and implement opportunities for participants to demonstrate 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 or group to determine whether the information is correctly received and understood. 4.2. Reflect on outcomes and implement changes to information or delivery processes based on feedback.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOHC008 Inform and support patients and groups about oral health	HLTOHC002 Inform and support patients and groups about oral health	This version was released in HLT Health Training Package Release 6.1 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTOHC008 Inform and support patients and groups about oral health

Modification History

N/A

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:

- communicate effectively to at least one individual patient and a group of at least five 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 and dental trauma
 - diet and nutrition
 - denture care on patients with dentures
- for each of the above, evaluate how well target audience has understood the oral health and self-care practice information provided
- for each of the above, reflect on and improve own level and application of skills and knowledge to motivate target audience and achieve key oral health outcomes.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- 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
- what constitutes good oral health:
 - breath without offensive odour
 - inflammation and lesion-free soft tissue in mouth
 - 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 including 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, including from a seizure
 - medical history
 - oral piercings
 - patient oral health information
 - presence of plaque and calculus
 - psychological issues, including 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 or 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

- processes to obtain feedback and evaluate health information sessions for future improvement.

Assessment Conditions

Skills must be 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.

Assessment must ensure:

- access to suitable facilities, equipment and resources including:
 - credible sources of information on oral health
 - oral health equipment and aids
 - dentures
- access to current Dental Board of Australia (DBA) infection control and record keeping guidelines
- access to National Health and Medical Research Council's (NHMRC) Australian dietary guidelines
- modelling of industry operating conditions including access to people for simulations and scenarios in oral health care work

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTOHC009 Apply and use basic oral health products

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to apply and use 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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

N/A

Unit sector(s)

Oral Health

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Prepare for and participate in the application of basic oral health 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 carer in line with product guidelines, oral health care benefits and any risks. 1.4. Obtain feedback from patient to determine that procedure is understood and obtain consent from patient or carer to undertake process. 1.5. Confirm patient is comfortably positioned according to individual needs. 1.6. Prepare products and equipment as required and check the expiry date on product.
2. Apply basic oral health products.	2.1. Determine volume and strength of product to apply 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 and type of 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. Identify common oral health problems associated with patients with palliative care needs and take appropriate action in line with their needs.

	3.3. Identify 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 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

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOHC009 Apply and use basic oral health products	HLTOHC003 Apply and manage use of basic oral health products	This version was released in HLT Health Training Package Release 6.1 and meets the requirements of the 2015 Standards for Training Packages.	Equivalent

		Mapping information updated. Updated to reflect current industry practices and terminology.	

Assessment Requirements for HLTOHC009 Apply and use basic oral health products

Modification History

N/A

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:

- apply oral health products excluding fluoride varnish, to at least three patients that require special care needs in line with product guidelines and oral health care benefits and in compliance with all regulations related to the supply and use of regulated products
- identify and respond to risks associated with applying oral health products including:
 - allergic reaction or sensitivity to products
 - injury to soft tissue from products.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- relevant State or 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
- common equipment and aids utilised in the application of oral hygiene products including mouth props
- factors that impact on oral health, including:
 - abuse or 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, including from a seizure
- medical history
- oral piercings
- patient oral health information
- psychological issues, including 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 or 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, including metallic taste in the mouth, dry mouth syndrome and ulcers
- dry mouth syndrome or xerostomia related to conditions including 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
- 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, including 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, including those who:
 - are aged
 - are on nil by mouth instructions
 - are receiving palliative care
 - are undergoing chemotherapy
 - who have enteral feeding, including 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 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, including:
 - alcohol-free mouthwash
 - antibacterial products
 - lip moisturiser

- non-medically prescribed therapeutic agents and topical analgesic
- remineralisation products
- saliva substitutes or stimulants:
 - chewing gum
 - gels
 - liquids
 - lozenges
 - sprays
- common oral health problems associated with patients with palliative care needs including but not limited to:
 - angular cheilitis
 - candida or thrush
 - debris
 - dental caries
 - dry mouth and lips
 - excessive saliva
 - hairy leukoplakia
 - herpes simplex
 - kaposi sarcoma including HIV patients
 - sensitive mouth
 - ulcers, including viral and traumatic
 - processes to document and evaluate oral health practices.

Assessment Conditions

Skills 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 ten simulation scenarios prior to demonstration in the workplace or with members of the general public:

- applying identified oral health products safely and effectively

Assessment must ensure:

- access to suitable equipment and resources, including:
 - age related oral health care resources
 - appropriate personal protective equipment (PPE)
 - oral hygiene self-care aids and technique

- specialised equipment, placebo or simulated oral health products utilised in provision of oral hygiene
- access to current Dental board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines and practice standards
- access to current Dental Board of Australia (DBA) infection control and record keeping guidelines
- access to National Health and Medical Research Council's (NHMRC) Australian dietary guidelines
- modelling of industry operating conditions including access to people for simulations and scenarios in oral health care work

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTOHC010 Use basic oral health screening tools

Modification History

N/A

Application

This unit describes the performance outcomes, 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 within a structured oral health care plan.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

N/A

Unit sector(s)

Oral Health

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for and participate in basic routine	1.1. Explain screening procedure and rationale to patients, check understanding and

oral health screening services.	obtain consent from patient or carer to conduct screening. 1.2. Prepare screening materials, instruments and tools. 1.3. Determine patient ability to self-report and select most suitable tools and approach. 1.4. Comply with directions of screening tool instructions, guidelines 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.
2. Follow screening tool questioning, observation and recording requirements.	2.1. Record and document observations about patient oral health 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 using information from patient or carer and own observations.
3. Review screening process and referral outcomes.	3.1. Address identified needs for oral health education or assessment in consultation with others and refer where necessary. 3.2. Discuss any issues or obstacles relating to referrals with patients and other relevant stakeholders. 3.3. Where screening was unsuccessful report and follow up according to organisational policies and procedures. 3.4. Clarify screening effectiveness by obtaining feedback from patient and other relevant stakeholders and identify any issues in own use of screening tools.

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOHC010 Use basic oral health screening tools	HLTOHC005 Use basic oral health screening tools	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Equivalent

Assessment Requirements for HLTOHC010 Use basic oral health screening tools

Modification History

N/A

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:

- communicate effectively with at least five patients to establish a relationship of trust and provide oral health information, including gaining patient's understanding of how the oral health screening tools are used
- use relevant endorsed oral health screening tools and techniques on five different patients, including:
 - interpreting and reporting results
 - documentation of findings
 - referral of patients as required.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- how to use the relevant endorsed oral health screening tools and techniques including:
 - preparation of screening tools
 - communication strategies to aid in screening instrument questioning
 - evaluation of tool effectiveness
 - 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
- impacts of existing health conditions on oral health
- relevant National and State or Territory government policy, programs and reporting processes for oral health.

Assessment Conditions

Skills must be 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.

Assessment must ensure:

- access to suitable facilities, equipment and resources including:
 - oral health screening tools and instruments
- access to current Dental Board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines
- access to current Dental Board of Australia (DBA) infection control and record keeping guidelines
- modelling of industry operating conditions including access to people for simulations and scenarios in oral health care work

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTOHC011 Apply fluoride varnish

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required by practitioners and dental assistants typically working in rural, remote and isolated areas 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 dental assistants, 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 standards for maintaining infection control, and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

N/A

Unit sector(s)

Oral Health

Elements and Performance Criteria

Elements	Performance criteria

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 oral health care plan. 1.2. Confirm the patient 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. Explain fluoride varnish application procedure to patient and family or carer and check their understanding of the benefits of fluoride varnish, need for regular applications, and the risks associated with fluoride varnish. 1.4. Explain the advantages and disadvantages of fluoride varnish over other procedures. 1.5. Confirm patient consent. 1.6. Prepare fluoride varnish kit and personal protective equipment (PPE) as required by patient, practitioner and self.
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 family or carer about post-application	3.1. Advise patient, family or carer of the importance of following instructions and recommended guidelines for eating, drinking

advice and follow up requirements.	fluids and brushing and cleaning teeth following fluoride varnish application. • 3.2. Inform patient and family or 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 family or carer in both verbal and written or picture formats as required by their individual needs or preferences. • 3.4. Ensure patient and family or 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 family or carer. • 4.2. Use relevant technology to complete documentation according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOHC011 Apply fluoride varnish	HLTOHC006 Apply fluoride varnish	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for	Equivalent

		Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	

Assessment Requirements for HLTOHC011 Apply fluoride varnish

Modification History

N/A

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:

- apply fluoride varnish safely and effectively to at least five people in line with product guidelines, jurisdictional legislation and regulation relating to fluoride schedule, supply, authorisation and disposal, including:
 - preparing self and the patient using personal protective equipment against risks associated with the use of fluoride varnish
 - identifying and responding to risks associated with applying fluoride varnish.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- characteristics and uses of fluoride varnish including:
 - topical fluoride therapy for enamel, dentine or cementum of tooth
 - non-permanent, but adherent nature to stay in contact with tooth surface for several hours
 - use in prevention of decay
 - use in remineralising tooth surface
 - use in treating dentine hypersensitivity
 - risks associated with fluoride varnish
- 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
- processes for correct application of fluoride varnish:
 - 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
- techniques for reflecting on own level of skills and knowledge to achieve desirable outcomes and maintain own capabilities
- 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 including 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, including from a seizure
 - medical history
 - oral piercings
 - patient oral health information
 - presence of plaque and calculus
 - psychological issues, including 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 or 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
- current Dental Board of Australia (DBA) infection control and record keeping guidelines
- National and State or Territory infection control guidelines and procedures
- correct use of personal protective equipment
- 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
- organisational policies and procedures for documentation and reporting.

Assessment Conditions

Skills 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 or Territory legislation prevents practice in the workplace, simulated assessment environments may be used in place of workplace assessment.

Assessment must ensure:

- access to 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
- access to current Dental Board of Australia (DBA) and Australian Health Practitioner Regulation Agency (AHPRA) guidelines and practice standards

- access to current Dental Board of Australia (DBA) infection control and record keeping guidelines
- access to National and State or Territory infection control guidelines and procedures
- modelling of industry operating conditions including access to people for simulations and scenarios in oral health care work

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTOPD001 Provide advice on optical appliances

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine client optical needs	1.1 Access and correctly interpret prescription or customer record 1.2 Determine style and performance requirements in 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOPD001 Provide advice on optical appliances	HLTOPD403C Dispense optical appliances and services	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages.	Not equivalent

		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.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOPD006 Assist with optical appliance selection and maintenance	HLTOPD001 Provide advice on optical appliances		Not equivalent

Assessment Requirements for HLTOPD001 Provide advice on optical appliances

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTOPD002 Dispense optical appliances

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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
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.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOPD002 Dispense optical appliances	HLTOPD403C Dispense optical appliances and services	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOPD007 Dispense single vision optical appliances	HLTOPD002 Dispense optical appliances		Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOPD008 Dispense advanced optical appliances	HLTOPD002 Dispense optical appliances		Not equivalent

Assessment Requirements for HLTOPD002 Dispense optical appliances

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTOPD003 Dispense atypical prescriptions

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOPD003 Dispense atypical prescriptions	HLTOPD404C Dispense atypical prescriptions	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTOPD009 Dispense atypical and complex optical prescriptions	HLTOPD003 Dispense atypical prescriptions		Not equivalent

Assessment Requirements for HLTOPD003 Dispense atypical prescriptions

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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 (F_c)
 - effective power (F_e)
 - 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

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined 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 (F_v)
 - compensated surface power
 - corrections
 - prescription requirements and constraints
 - thick lens power
 - types
- 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

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTOPD004 Edge and fit ophthalmic appliances

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 standards	5.1 Determine any axis or centring error and apply Australian standards tolerances. 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOPD004 Edge and fit ophthalmic appliances	HLTOPD402C Perform edging and fitting	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTOPD010 Edge and fit optical appliances	HLTOPD004 Edge and fit ophthalmic appliances		Equivalent

Assessment Requirements for HLTOPD004 Edge and fit ophthalmic appliances

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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 frame 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 pupillary 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
 - 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

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTOPD005 Process and manage optical appliance orders

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOPD005 Process and manage optical appliance orders	HLTOPD407C Perform workshop skills and place orders	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOPD011 Process and manage optical appliance orders	HLTOPD005 Process and manage optical appliance orders		Equivalent

Assessment Requirements for HLTOPD005 Process and manage optical appliance orders

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:
 - 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
- 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTOUT001 Implement safe access and egress

Modification History

N/A

Application

This unit describes the knowledge and skills required to ensure the safe removal of the patients under routine and non-routine conditions and environments. It may be necessary for the individual to ensure the safe removal of the patient by overcoming obstacles, using problem solving or use of specialised equipment.

This unit applies to pre-hospital or out-of-hospital health care workers.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian Standards and industry codes of practice.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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 situation in relation to safe access and egress.	1.1. Survey scene and assess condition of patient in relation to procedures necessary for safe removal of patient.

	• 1.2. View situation to identify and mitigate dangers according to established clinical guidelines and protocols. • 1.3. Identify obstacles impacting safe access and egress. • 1.4. Formulate access and egress plan based on an assessment of all factors associated with the situation or incident and in line with legislation and codes of practice. • 1.5. Identify additional resources required, including specialised knowledge, workers or equipment, based on an assessment of all factors associated with the situation or incident, and with patient and worker welfare as the prime concern.
2. Implement procedure to enable safe access and egress.	• 2.1. Request or arrange for additional or specialised workers and equipment according to the assessed need. • 2.2. Implement access and egress plan using equipment and workers necessary to ensure safe access and egress, and patient welfare. • 2.3. Negotiate and maintain means of safe access and egress according to Commonwealth and State/Territory legislation including workplace health and safety Acts, and according to established clinical guidelines and protocols. • 2.4. Use available resources to ensure safe access and egress, and patient welfare.
• 3. Evaluate access and egress procedure.	• 3.1 Monitor progress of access and egress constantly to ensure welfare of the patient and safety of workers. • 3.2 Communicate with patient and monitor their welfare, condition and any other factors impacting the safe movement of the patient. • 3.3. Modify access and egress plan to reflect situation and ensure safety and the welfare of the patient. • 3.4. Address barriers to safe access and egress as they arise. 3.5. Identify and arrange for additional resources as required to complete procedure.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOUT001 Implement safe access and egress	HLTAMB001 Follow procedures for routine safe removal of patient	This unit was developed by merging: HLTAMB001 Follow procedures for routine safe removal of patient HLTAMB002 Implement safe access and egress in an emergency	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOUT001 Implement safe access and egress	HLTAMB002 Implement safe access and egress in an emergency	This unit was developed by merging: HLTAMB002 Implement safe access and egress in an emergency HLTAMB001 Follow procedures for routine safe removal of patient	Not equivalent

Assessment Requirements for HLTOUT001 Implement safe access and egress

Modification History

N/A

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 performed three extrications of a patient including:

- analysing the scene and developing access and egress plans, recognising that the welfare of the patient, workers and bystanders is paramount
- conducting risk assessment and identifying hazards
- applying the correct lifting techniques
- communicating the plan to patient, colleagues and other emergency workers at the scene
- amending original plan as situation dictates
- achieving access and egress in environments using equipment to reflect situation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- policies and procedures relating to access and egress including:
 - industry guidelines
 - Commonwealth and State or Territory legislation
 - established clinical guidelines and protocols
 - work health and safety
- appropriate methods to utilise resources to ensure safe access and egress
- factors that affect safety and welfare of patient and crew
- dangers associated with hazardous situations, and the appropriate response agency for hazard control
- 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 affect safe access and egress and patient welfare such as decision-making guidelines for extrication versus delivery of immediate patient care.

Assessment Conditions

Skills 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' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTOUT002 Receive and respond to requests for ambulance service

Modification History

N/A

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 organisational policies and procedures for operations.

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 or Territory legislation, Australian Standards and industry codes of practice .

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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. Promptly answer incoming requests for service. 1.2. Establish details of the situation using communication skills, techniques and resources as per established protocol. 1.3. Record complete details of the request in a timely and efficient manner.

	1.4. Respect confidentiality at all times. 1.5. Assess and communicate any danger to the caller, patient or the ambulance crew attending.
2. Respond to request for service.	2.1. Use organisational systems and procedures to gain information from the caller and determine urgency of the request. 2.2. Record information electronically in accordance with organisational policies and procedures. 2.3. Communicate information to the caller in line with the situation and patient's needs. 2.4. Provide first aid advice to the caller. 2.5. Determine a suitable priority case using a prioritising tool.
3. Apply strategies to manage the call.	3.1. Use advanced communications skills to consistently help develop a rapport with the caller. 3.2. Confirm with the caller that the information they have provided is accurate and complete in accordance with organisational policies and procedures. 3.3. Adjust tone or manner to respond to the caller's individual needs or situational contingencies.
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 any required follow-up action.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOUT002 Receive and respond to	HLTAMB005 Receive and respond to	This version was released in HLT	Equivalent

requests for ambulance service	requests for ambulance service	Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry practices and terminology.	

Assessment Requirements for HLTOUT002 Receive and respond to requests for ambulance service

Modification History

N/A

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, on three occasions problem solved and used available tools and referrals involving:

- receiving and dealing with requests for ambulance service efficiently and accurately in accordance with organisational policies and procedures for the following situations:
 - life-threatening
 - non-life-threatening
 - routine or scheduled bookings
 - difficult or distressed callers
- using digital technology including:
 - using operating system tools accurately and proficiently
 - using a keyboard to accurately input and extract data
 - meeting organisational requirements for speed and accuracy of data entry
- using oral communication, interpersonal skills, and communications resources effectively including:
 - asking questions to collect patient history, clinical symptoms, contributing factors and individual circumstances in accordance with organisational policies and procedures
 - responding calmly to multiple demands in a working environment with high operating activity
 - using initiative in responding to challenging situations and individuals in a professional manner
 - working well in a team environment
 - showing empathy with callers
 - initiating and working with interpreters as required to meet patient needs
- documenting information including:
 - recording concise comprehensive and legible information
 - preparing written records

- responding to situational contingencies using available tools and referrals.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for operations
- communications resources
- 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
- service protocols for referral and requests in order to:
 - act on received request for service
 - request assistance as required from another service including police, fire brigade or interpreters
 - pass on the request for service, or obtain information from ambulance workers, supervisor or authorised medical advisor
 - provide immediate clinical advice to callers.

Assessment Conditions

Skills must be demonstrated in a workplace or in a simulated environment that reflects workplace conditions.

Assessment must ensure access to:

- suitable facilities, resources and equipment as per local governing body including:
 - communication protocols, equipment and systems
 - triage tools for request for service
- modelling of industry operating conditions including access to real people for simulations and scenarios of callers requesting ambulance service.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTOUT003 Assign and coordinate ambulance service resources

Modification History

N/A

Application

This unit describes the skills and knowledge required to allocate a coordinated response to requests for ambulance service resources to ensure service delivery.

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 organisational policies and procedures for operations.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian Standards and industry codes of practice.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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. Assign resources to incidents in accordance with service delivery model and local industrial agreements. 1.2. Respond to an emergency or non-emergency routine case. 1.3. Identify location and commitment of service resources.

2. Dispatch resources.	• 2.1. Provide clear, timely and accurate situation information to assigned ambulance crew. • 2.2. Use communication equipment and systems to locate and dispatch resources within set timeframes as determined by local deployment plans.
3. Monitor progress of assigned resources.	• 3.1. Monitor progress of ambulance crew at the scene of an incident or situation or at the receiving facility. • 3.2. Establish the need for additional resources provided by the assigned resource worker at the 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 and ensuring safety at the scene.
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 the provision of additional resource availability to assigned ambulance crew. • 4.3. Implement on scene communication chain of command when several resources are on scene. • 4.4. Determine the need for other service involvement, ensuring that the other service is contacted and adequately briefed and that correct assistance is requested when dealing with multi-agency incidents. • 4.5. Document activation of supplementary resources and external agencies. • 4.6. Record information pertaining to dispatch records of ambulance resources in accordance with organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOUT003 Assign and coordinate ambulance service resources	HLTAMB006 Assign and coordinate ambulance service resources	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry practices and terminology.	Not equivalent

Assessment Requirements for HLTOUT003 Assign and coordinate ambulance service resources

Modification History

N/A

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 problem solved to analyse information and make decisions that ensure the most efficient and effective use of resources, in order to:

- coordinate and manage ambulance resources according to organisational policies and procedures for the following four situations:
 - urgent
 - non-urgent
 - incidents when the involvement of other emergency services is needed
 - incident involving multiple casualties
- use digital technology for three different situations including:
 - using communication equipment and systems
 - assigning and coordinating resources
 - ensuring communication with staff
- meeting organisational requirements for speed and accuracy when updating and maintaining records.

Knowledge Evidence

Demonstrated knowledge to complete the tasks outlined in elements and performance criteria of this unit:

- local standard emergency operation procedures and organisational communication protocols
- basic knowledge of the geographical area
- basic knowledge of ambulance service resources available for assignment
- incident debriefing and support techniques as per organisational policies and procedures
- methods of using communications equipment and systems in line with communication protocols including:
 - phones

- radios
 - a computer system
- available resources and their application:
 - road
 - aviation
 - maritime
 - other emergency services and their role:
 - fire brigade
 - police
 - State Emergency Services (SES)
 - other non- emergency services and their function:
 - voluntary organisations
 - utilities
 - community services departments
- organisational policies and procedures for coordination of multiple ambulance resources responding to a single incident
- business continuity plans that must be implemented in event of system failure or emergency evacuation.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions.

- Assessment must ensure access to:
- 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' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTOUT004 Assess and deliver basic clinical care

Modification History

N/A

Application

This unit of competency describes the knowledge and skills required to conduct clinical assessment and deliver basic clinical care in a pre-hospital or out-of-hospital environment.

This unit applies to pre-hospital and 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 or Territory legislation, Australian Standards and industry codes of practice.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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. • 1.4. Conduct a secondary survey, including a systematic physical examination of the whole body using applied clinical knowledge, taking vital signs and level of consciousness. • 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 treatment options. • 1.8. Determine the time-critical issues given resource considerations. • 1.9. Assess transport requirements and destination, versus transport criticality, to ensure requirements of urgency and patient care are met. • 1.10. Conduct a focussed physical examination of the patient based on complaint or mechanism of injury.
2. Plan basic pre-hospital or 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 established 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 required for patient management according to manufacturer or supplier instructions and established clinical guidelines and protocols. • 3.4. Apply infection prevention and control principles to patient care.

	3.5. Use safe lifting and patient handling techniques in accordance with workplace health and safety (WHS) requirements and organisational policy and procedures.
4. Monitor basic patient care and modify according to patient needs.	4.1. Re-assess patient at intervals and modify treatment according to patient needs, 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 professional, facility or service.	5.1. Document patient details according to established clinical guidelines and protocols. 5.2. Maintain patient confidentiality. 5.3. Ensure documentation for clinical handover procedures contains all relevant information. 5.4. Convey information to authorised individuals involved in ongoing patient care. 5.5. Maintain patient care until responsibility for patient is taken over by a healthcare professional or service.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOUT004 Assess and deliver basic clinical care	HLTAMB007 Assess and deliver basic clinical care	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry	Not equivalent

		practices and terminology.	

Assessment Requirements for HLTOUT004 Assess and deliver basic clinical care

Modification History

N/A

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:

- performed the activities outlined in the performance criteria of this unit during a period of at least 80 hours work, under clinical supervision in the workplace
- performed a clinical assessment and implemented basic care in a pre-hospital or out-of-hospital context on at least three different patient presentations for an illness or trauma impacting health status including:
 - primary survey
 - secondary survey
 - planning and implementing basic clinical care based on assessment and time-criticality
 - monitoring patient
 - safely delivering patient to a healthcare professional, facility or service
- performed basic life support on an adult, child and infant simulation manikin according to established clinical guidelines and protocols.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- Commonwealth and State or Territory legal considerations for emergency health care workers working in out-of-hospital care, and how these are applied in organisations including:
 - discrimination
 - duty of care
 - mandatory reporting
 - health records and information privacy
 - drugs and poisons
 - informed consent

- work health and safety
- clinical practice guidelines and protocols
- ethical considerations for emergency health care workers working in out-of-hospital care, and how these are applied in organisations including:
 - scope of practice
 - practitioner and patient boundaries:
 - responsibilities
 - limitations
 - National Safety and Quality Health Service (NSQHS) Standards
- techniques for assessing and interpreting vital signs including:
 - level of consciousness:
 - Glasgow Coma Score (GCS)
 - alert, voice, pain, unresponsive (AVPU)
 - respiratory status:
 - rate
 - rhythm
 - effort
 - breath sounds
 - temperature status:
 - febrile
 - afebrile
 - hypothermic
 - blood volume and perfusion status:
 - pulse
 - blood pressure
 - capillary refill
 - skin
 - pain status
- components of and techniques used for primary survey and secondary survey
- basic anatomy and physiology of body systems:
 - cardiovascular
 - respiratory
 - musculo-skeletal
 - endocrine

- nervous
 - digestive
 - urinary
 - reproductive
 - integumentary
 - lymphatic
 - special senses
- basic pharmacology of medications:
 - pharmacodynamics, pharmacokinetics, pharmacotherapeutics, toxicology
 - indications and contraindications
 - side effects and adverse reactions
- administration:
 - routes
 - oral
 - intranasal
 - intramuscular
 - infection prevention and control
- control of medications/substances:
 - legal requirements and organisational policies and procedures for storage, handling, administration, disposal and documentation of drugs
 - scheduling
- basic life support techniques, including procedures and equipment used within established clinical guidelines and protocols
- methods of documenting 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
- receiving facility requirements or how to access these requirements
- procedures to undertake when the required patient treatment is outside the scope or authority to practise of the attending worker.

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 performance evidence requirement for performing clinical assessments and implementing basic clinical care for three patients must have been demonstrated using simulation before being demonstrated in the workplace and with members of the public.

Assessment must ensure access to suitable facilities, resources and equipment as per local governing body including:

- simulation with adult, child and infant manikins
- vital signs monitoring devices
- organisational policies and procedures and established clinical guidelines on which the candidate bases the planning process
- documents used for reporting.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTOUT005 Assess and deliver standard clinical care

Modification History

N/A

Application

This unit of competency describes the skills and knowledge required to conduct clinical assessments and deliver standard patient care in the pre-hospital and out-of-hospital environment.

This unit applies to out-of-hospital health care workers. The worker assists in 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 and protocols.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian Standards and industry codes of practice.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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 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. Conduct scene survey according to established clinical guidelines and protocols. • 1.3. Perform systematic patient assessment to collect and analyse information. • 1.4. Use clinical knowledge to assess the mechanism and patterns for injury or illness to make an informed decision about the patient's condition. • 1.5. Use principles of anatomy and physiology to identify variations from normal homeostasis. • 1.6. 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. • 1.7. Use equipment correctly to support patient care being implemented.
2. Plan out-of-hospital patient care.	• 2.1. Determine time-critical issues given resource considerations. • 2.2. Assess transport requirements and appropriate destination, versus transport criticality, to ensure requirements of urgency and patient care are met. • 2.3. Assess the effects and any associated risks of proposed patient's condition. • 2.4. Develop a patient management plan based on patient's needs and assessment of scene. • 2.5. Use available information to justify patient management plan.
3. Implement out-of-hospital patient care procedures.	• 3.1. Implement all care and treatment procedures within established scope of practice defined by organisational guidelines and protocols. • 3.2. Commence pharmacological therapies as determined by patient's presenting condition, within established scope of practice defined by organisational guidelines and protocols. • 3.3. Identify need for assistance where the situation or patient's condition requires treatment that is outside the scope of practice and seek clinical support immediately.
4. Monitor and evaluate out-of-hospital patient care.	• 4.1. Evaluate patient care interventions and pharmacological therapy, noting effectiveness of treatment regime and amend according to patient's condition in accordance with established clinical guidelines and protocols.

	• 4.2. Use equipment to monitor all aspects of patient's condition at appropriate intervals. • 4.3. Record data regarding patient's condition, noting any trends and their impacts on patient condition. • 4.4. Identify signs of deterioration in patient's condition. • 4.5. Modify management of patient's condition and evaluate regularly as treatment occurs.
5. Handover patient.	• 5.1. Document patient details, assessment findings and patient management using a systematic approach. • 5.2. Convey information using a systematic handover approach. 5.3. Maintain patient care until the transfer is complete.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOUT005 Assess and deliver standard clinical care	HLTAMB008 Assess and deliver standard clinical care	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry practices and terminology.	Not equivalent

Assessment Requirements for HLTOUT005 Assess and deliver standard clinical care

Modification History

N/A

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:

- performed the activities outlined in the performance criteria of this unit during a period of 160 hours work, under clinical supervision in the workplace
- performed a clinical assessment and implemented standard care in an out-of-hospital context on at least five different patient presentations for an illness or trauma impacting health status including:
 - primary survey
 - secondary survey
 - planning and implementing patient management based on assessment, time-criticality and available resources
 - monitoring patient
 - transferring care using a systematic approach to handover
- responded in different operational conditions or circumstances to implement the following standard clinical care interventions according to established clinical guidelines and protocols:
 - airway management for a patient
 - cardiac monitoring through limb leads only
 - cardiac rhythm evaluation as shockable or non-shockable
 - manual defibrillation on a 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 basic life support and be able to assist in advanced life support on an adult, child and infant simulation manikin according to established clinical guidelines and protocols.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- Commonwealth and State/Territory legal considerations for emergency health care workers working in out-of-hospital care, and how these are applied in organisations including:
 - discrimination
 - duty of care
 - mandatory reporting
 - health records and information privacy
 - drugs and poisons
 - informed consent
 - work health and safety
- organisational policies and procedures and established clinical guidelines and protocols for patient care and emergency equipment
- ethical considerations for emergency health care workers working in out-of-hospital care, and how these are applied in organisations including:
 - scope of practice
 - practitioner and patient boundaries:
 - responsibilities
 - limitations
 - National Safety and Quality Health Service (NSQHS) Standards
- techniques for assessing and interpreting vital signs
- methods of obtaining and documenting patient medical history for provision to receiving health facility workers including:
 - pre-existing conditions
 - allergies
 - social and emotional wellbeing
 - current medication or treatment plans
- components of and techniques used for primary survey and secondary survey
- variations from normal functioning of body systems
- procedures and equipment to be used within established clinical guidelines and protocols for:
 - advanced life support assistance
 - advanced resuscitation assistance

- critical thinking and diagnostic reasoning techniques and processes for:
 - diagnostic reasoning in the clinical setting
 - identification of key problems and issues
 - risks involved in responding to patient needs
- pathophysiology of common presentations including:
 - burns
 - trauma
 - cardiovascular emergencies
 - respiratory disorders including:
 - asthma
 - common environmental emergencies:
 - toxic or industrial chemicals
 - heat stress
 - exposure to cold
 - neurovascular
 - digestive and endocrine system including:
 - diabetes
 - urinary and reproductive issues
 - abdominal pain
 - stages of labour – pre and post-delivery emergencies
 - musculo-skeletal injury
- mental illness:
 - definition
 - stigma
 - causes
 - classifications
- acute behavioural disturbance
- poisoning, envenomation or overdose emergencies including:
 - neurotoxins, myotoxins, haemotoxins
 - illicit drugs
- pharmacology therapy and concepts underpinning pharmacology:
 - pharmacological agents for the management of common disorders
 - pharmacokinetics

- preparation, properties, uses and indications of pharmacology
- pharmacology terminology
- pharmacodynamics-pharmacological interactions
- safe storage, handling and disposal of pharmacological products in accordance with the Acts and regulations pertaining to these products.

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 performance evidence requirement to implement standard clinical care interventions must have been demonstrated using simulation before being demonstrated in the workplace and with members of the public.

Assessment must ensure access to:

- use of facilities, resources and equipment as per local governing body including:
 - simulation with adult, child and infant manikins
 - vital signs monitoring devices
 - ECG recording device
 - placebo samples of pharmacological preparations for use in simulation scenarios.
- forms and documents for recording of patient care.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTOUT006 Transport emergency patients

Modification History

N/A

Application

This unit describes the skills and knowledge required to transport vehicle occupants to and from a health care facility or service under emergency circumstances. This includes patients, crew, emergency service and other workers, relatives and assistance animals. 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 and out-of-hospital health care workers.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian Standards and industry codes of practice.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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 organisational policies and procedures to ensure continuing serviceability of vehicle and equipment. • 1.3. Ensure interior and exterior cleanliness of vehicle in accordance with organisational policies and procedures for minimisation of infection risk to vehicle occupants. • 1.4. Maintain vehicle operating stock to organisational 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 faults in accordance with organisational policies and procedures. • 2.2. Assess risk of all faults, malfunctioning vehicle or equipment against patient care priorities and notify personnel in accordance with organisational policies and procedures. • 2.3. Establish need for additional or replacement resources and communicate to other workers.
3. Convey and receive information relating to emergency transport.	• 3.1. Establish and maintain communication with control centre according to established clinical guidelines and protocols. • 3.2. Notify receiving facility according to established clinical guidelines and protocols.
4. Load, unload and secure occupants and equipment for emergency transportation.	• 4.1. Remove patients from scene in a manner consistent with established clinical guidelines and protocols. • 4.2. Load and unload patients smoothly, consistent with safe work practices and according to established clinical guidelines and protocols. • 4.3. Ensure patient illness or injury is not exacerbated by unnecessary movement during loading and unloading of patient. • 4.4. Ensure vehicle occupants are secured in vehicle according to organisational policies and procedures. • 4.5. Organise and secure equipment in accordance with established clinical guidelines and protocols.

5. Transport patient under emergency conditions.	• 5.1. Establish and maintain communication as required between driver and patient care officer to ensure safe transport and effective patient care. • 5.2. Drive vehicle to current road conditions and in a manner that avoids exacerbation of patient condition. • 5.3. Recognise and negotiate hazards at low risk in accordance with road traffic Acts and legal requirements governing emergency vehicles. • 5.4. Notify vehicle occupants of upcoming hazards to facilitate preparation and management of situation for safety of patient and self. • 5.5. Utilise maps and Global Positioning Systems (GPS) as required to navigate to a specified destination. • 5.6. Choose route to receiving facility according to distance, time, travel and terrain and monitor factors likely to cause delays or route deviations.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOUT006 Transport emergency patients	HLTAMB003 Transport emergency patients	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry	Not equivalent

		practices and terminology.	

Assessment Requirements for HLTOUT006 Transport emergency patients

Modification History

N/A

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 checked the safety of transport vehicle and safely transported three different emergency patients under operational conditions including:

- loading and unloading
- performing driving skills suited to the case being attended
- assessing and analysing available driving routes using navigation aids and available resources
- efficiently and safely driving patient transfer vehicles under different operational conditions for transport of emergency patients
- adhering to applicable road traffic Acts and regulations

An emergency patient is defined as an individual requiring active treatment by a clinician while en-route to a receiving facility or hospital. It does not necessarily require activation of warning signals, emergency siren and lights.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- methods of loading and unloading patients with life-threatening conditions
- organisational policies and procedures related to:
 - vehicles used for transportation
 - equipment in vehicle
 - vehicle checks
 - cleanliness of vehicle
 - reporting of faulty vehicle
 - risk assessment of faults
- relevant Acts and Regulations
- organisational policies and procedures related to transport of emergency patients including:

- manual handling and lifting
 - care and restraint of patient and others during transportation
 - emergency patient care procedures during transportation
 - State or Territory road rules and regulations when driving patient transfer vehicles
 - use of communications equipment and systems for transporting emergency patients
- stock inventory and the safe storage and disposal of pharmacological products
- protocols for safe transport of vehicle occupants under priority:
 - patients
 - crew
 - emergency service and other workers
 - clinical staff
 - relatives or carers
 - assistance animals.

Assessment Conditions

Skills must be demonstrated in an operational vehicle used for the transport of emergency patients. This should be 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.

Driving skills must have been demonstrated at least once using simulation prior to any demonstration in the workplace.

Assessment must ensure access to facilities, resources and equipment as per local governing body including:

- transport vehicle
- 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' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTOUT007 Transport non-emergency patients under operational conditions

Modification History

N/A

Application

This unit describes the skills and knowledge required to load, unload and drive vehicles safely to transport vehicle occupants to and from a facility or service in non-emergency conditions. It includes using communication equipment and checking vehicles and equipment in order to restock and remedy faults.

This unit applies to pre-hospital and out-of-hospital health care workers.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian Standards and industry codes of practice.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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 organisational policies and procedures to ensure continuing serviceability of vehicle and equipment. • 1.3. Ensure interior and exterior cleanliness of vehicle in accordance with organisational policies and procedures for minimisation of infection risk to vehicle occupants. • 1.4. Maintain vehicle operating stock to organisational 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 faults in accordance with organisational policies and procedures. • 2.2. Assess risk of all faults, malfunctioning vehicle or equipment against patient care priorities and notify personnel in accordance with organisational policies and procedures. • 2.3. Establish need for additional or replacement resources and communicate to other workers.
3. Convey and receive information relating to transport.	• 3.1. Use communication techniques and procedures consistent with legislation and according to established clinical guidelines and protocols. • 3.2. Notify receiving facility according to local standard non-emergency patient transport procedures.
• 4. Load, unload and secure vehicle occupants for transportation.	• 4.1. Load and unload patient, consistent with safe work practices and organisational policy and procedures. • 4.2. Ensure support or assistance is provided during loading and unloading of patient. • 4.3. Transport others 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 and protocols. • 4.4 Ensure vehicle occupants are secured in vehicle according to organisational policies and procedures.

	4.5. Organise and secure equipment in accordance with Australian Standards, legislation and organisational policies and procedures.
5. Transport patient under routine driving conditions.	5.1. Establish and maintain communication as required between driver and vehicle occupants to ensure effective patient care during transport. 5.2. Drive vehicle to current road conditions and in a manner that avoids exacerbation of patient condition. 5.3. Drive vehicle under operational conditions in a low risk manner and according to legal requirements. 5.4. Notify vehicle occupants of upcoming hazards to facilitate preparation and management of situation for safety of patient and self. 5.5. Utilise maps and Global Positioning Systems (GPS) as required to navigate to a specified destination. 5.6. Choose the most efficient route and monitor factors likely to cause delays or route deviations.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOUT007 Transport non-emergency patients under operational conditions	HLTAMB014 Transport non-emergency patients under operational conditions	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect	Not equivalent

		current industry practices and terminology.	

Assessment Requirements for HLTOUT007 Transport non-emergency patients under operational conditions

Modification History

N/A

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 checked the safety of transport vehicle and safely transported three different non-emergency patients under operational conditions including:

- loading and unloading
- performing driving skills suited to the case being attended
- assessing and analysing available driving routes using navigation aids and available resources
- efficiently and safely driving patient transfer vehicles under different operational conditions for transport of non-emergency patients
- adhering to applicable road traffic Acts and regulations

A non-emergency patient is defined as an individual that requires transport and may not require active treatment by a clinician while en-route to a receiving facility.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- methods of loading and unloading non-emergency patients
- organisational policies and procedures for:
 - vehicles used for transportation of non-emergency patients
 - equipment in vehicle
 - vehicle checks
 - cleanliness of vehicle
 - reporting of faulty vehicle
 - risk assessment of faults
- relevant Acts and Regulations
- organisational policies procedures related to transport of non-emergency patients including:

- manual handling and lifting
- care and restraint of patient and others during transportation
- non-emergency patient care procedures during transportation
- State/Territory road rules and regulations when driving patient transfer vehicles
- use of communications equipment and systems for transporting non-emergency patients
- stock inventory and the safe storage and disposal of pharmacological products
- protocols for safe transport of vehicle occupants:
 - patients
 - crew
 - clinical staff
 - relatives or carers
 - assistance animals.

Assessment Conditions

Skills must be demonstrated in an operational vehicle used for the transport of non-emergency patients. This should be 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.

Driving skills must have been demonstrated at least once using simulation prior to any demonstration in the workplace.

Assessment must ensure access to facilities, resources and equipment as per local governing body including:

- transport vehicle
- communication protocols, devices and equipment used in emergency vehicles
- modelling of industry operating conditions including access to real people when using simulations and scenarios to demonstrate transporting non-emergency patients.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTOUT008 Manage a scene

Modification History

N/A

Application

This unit describes the skills and knowledge required to manage non-emergency and emergency situations. Individuals are required to follow procedures, evaluate scene safety and identify any security risks and to communicate and coordinate with other emergency services personnel involved in patient care at the scene. It also describes skills required for coordination with and by other emergency services personnel.

This unit applies to pre-hospital and out-of-hospital health care workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Attend scene.	1.1. Undertake roles as prescribed by Acts, regulations and organisational policies and procedures.

	• 1.2. Identify and maintain lines of communication with others according to communication protocols and organisational policies and procedures. • 1.3. Support collaborative planning and action in accordance with organisational requirements.
2. Assess the environment to identify real and potential hazards.	• 2.1. Gather information to enable accurate assessment of the situation or incident. • 2.2. Identify real or potential hazards where there are risks to participants or bystanders. • 2.3. Assess the approach to an incident, identifying visible signs of danger. • 2.4. Position vehicle, equipment and resources to facilitate safe access and egress and protect self, colleague and patient. • 2.5. Identify opportunities to utilise organisational resources where required to secure the scene.
• 3. Communicate with those involved in the incident.	• 3.1. Communicate information about the incident or scene to coordinator and other medical, emergency and allied services involved with the incident in a clear, concise and comprehensive manner. • 3.2. Provide information to people involved in the incident or facilitate others to do so. • 3.3. Communicate and gather information from other organisations at the scene to inform the improvement of services and avoid duplication of effort.
• 4. Control hazards.	• 4.1. Ensure security and safety of the scene and negate or minimise existing and potential hazards to patients, colleagues and others. • 4.2. Use personal protective clothing and equipment for infection prevention and workplace health and safety in accordance with organisational policies and procedures. • 4.3. Manage combative patients or others to ensure security of the scene. • 4.4. Use hazard-controlling resources safely in accordance with organisational policies and procedures.

5. Evaluate the scene environment.	5.1. Monitor the environment at the scene to identify changes that may compromise safety or patient care. 5.2 Recognise and communicate the need for additional resources according to environmental changes. 5.3 Contribute to the provision of feedback for the improvement of scene management.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOUT008 Manage a scene	HLTAMB011 Manage a routine non-emergency scene	This unit was merged with HLTAMB013 Contribute to managing the scene of an emergency. This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry practices and terminology.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOUT008 Manage a scene	HLTAMB013 Contribute to	This unit was merged with HLTAMB011 Manage a routine non-	Not equivalent

	managing the scene of an emergency	emergency scene. This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry practices and terminology.	

Assessment Requirements for HLTOUT008 Manage a scene

Modification History

N/A

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 managed one non-emergency and one emergency scene where an individual requires active treatment by a clinician including:

- ensuring safety of self, patient and others
- identifying hazards, real or potential, where there are risks to participants or bystanders
- minimising risk by enlisting hazard reduction agents
- ensuring rapid and safe access and egress
- engaging existing personnel for situational information
- analysing available information and making decisions that ensure effective scene management
- managing multiple competing priorities
- identifying and implementing available resources in accordance with established clinical guidelines and protocols.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- relevant policies and procedures relating to scene management including:
 - organisational policies and procedures
 - State/Territory policies and procedures
- role of other emergency services personnel
- function of other organisations including medical and other emergency and allied agencies, and their limitations
- organisational policies, procedures and strategies for scene management
- hazards and potential hazards that occur at a scene and their effect on safe access and egress
- relevant current national standards including:

- National Safety and Quality Health Service (NSQHS) Standards
- procedures and management principles required to manage combative patients or others in order to secure the scene
- current practices, procedures and equipment used to communicate in the workplace including:
 - confidentiality requirements
 - organisational policy and procedures relating to liaison with other organisations.

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.

Assessment must ensure access to use of facilities, resources and equipment as per local governing body including:

- operational vehicle used for the transport of emergency and non-emergency patient
- organisational policies and procedures for managing a scene
- equipment required for scene management, including personal protective equipment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTOUT009 Manage the scene of a major incident

Modification History

N/A

Application

This unit of competency describes the skills and knowledge required to manage the scene of a major incident as the first arriving resource and then participate in the management and coordination following the arrival of further resources.

This unit applies to pre-hospital and out-of-hospital health care workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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. Respond to scene as first crew.	1.1. Provide initial situation report (SITREP) in accordance with organisational policies and procedures that enable the declaration of a major incident.

	• 1.2. Position vehicle in close proximity to incident based on assessment of environmental threats and availability of access and egress. • 1.3. Allocate roles of Initial Commander and Initial Triage Officer or Clinician. • 1.4. Determine the need for personal protective equipment and use in accordance with organisational policies and procedures.
2. Undertake role of Initial Commander.	• 2.1. Take charge of ambulance activities at incident scene in accordance with organisational policies and procedures. • 2.2. Conduct scene assessment. • 2.3. Establish and maintain communications with control centre and Primary Triage Officer. • 2.4. Liaise with other emergency agency commanders at the scene. • 2.5. Identify the need for additional ambulance resources and equipment. • 2.6. Document key information and decisions. • 2.7. Hand over all information to Forward Command upon their arrival at the scene.
3. Undertake role of Primary Triage Officer.	• 3.1. Coordinate the triage sieve of casualties at the incident site in accordance with organisational policies and procedures. • 3.2. Provide estimate of casualty numbers. • 3.3. Use triage sieve to tag patients according to priority and severity of injury. • 3.4. Ensure only life-saving treatment is performed. • 3.5. Encourage bystanders to assist with basic casualty treatment.
4. Respond to scene as additional resource.	• 4.1. Proceed to incident as directed by control centre. • 4.2. Park vehicle in designated ambulance parking area. • 4.3. Take equipment to the scene. • 4.4. Report to the Scene Commander.

	• 4.5. Undertake tasks as delegated by Scene Commander and in accordance with organisational policies and procedures. • 4.6. Use communication equipment to relay information.
5. Participate in end of incident activities.	• 5.1. Follow stand down or end of incident instructions from Incident Commander. • 5.2. Participate in debriefing in accordance with organisational policies and procedures.

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOUT009 Manage the scene of a major incident		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for HLTOUT009 Manage the scene of a major incident

Modification History

N/A

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:

- performed triage sieve with tags in accordance with organisational policies and procedures for 10 casualties of varying conditions and severity of injury
- used communication equipment to provide SITREPs at regular intervals until completion of incident and in accordance with organisational policies and procedures
- debriefed at completion of incident in accordance with organisational policies and procedures.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key features of major incident response plans
- organisational documents used when managing major incidents
- operational functions and use of communications equipment required to manage a major incident
- standardised process for SITREPs and the use of ETHANE mnemonic
- personal protective equipment for major incident management including tabards
- key roles of major incident management personnel, including:
 - Initial Commander
 - Initial Triage Officer or Clinician
 - Primary Triage Officer
 - Forward Commander
 - Medical Commander
 - Secondary Triage Officer
 - Casualty Clearing Officer
 - Parking Officer

- Loading Officer
 - Scene Commander
 - Incident Commander
 - Ambulance Commander
- incident severity levels:
 - Level 1 incident
 - Level 2 incident
 - Level 3 incident
 - Level 4 incident
- process and protocol for declaration of a major incident
- triage sieve processes
- triage SORT processes
- organisational policies and procedures in relation to major incident management
- legislation and industrial guidelines in relation to major incident management
- processes for scene assessment, hazard identification and risk mitigation
- working knowledge of the role of other emergency services personnel
- signs and indications of:
 - terrorism
 - hazardous materials (HAZMAT)
 - chemical, biological, radiological or nuclear material (CBRN)
- basic life support for applying life-saving treatment:
 - basic airway management
 - major haemorrhage control.

Assessment Conditions

Skills must be demonstrated in simulated or desk-top environment.

Assessment must ensure access to:

- triage tags
- major incident response plan action cards
- organisational documents.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTOUT010 Communicate in complex situations to support health care

Modification History

N/A

Application

This unit of competency describes the skills and knowledge required to effectively communicate with patients, colleagues, health providers and ambulance service callers 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 and out-of-hospital health care workers in a range of settings.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian Standards and industry codes of practice.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements 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, colleagues, health providers and ambulance service callers.	1.1. Introduce self to commence the communication exchange. 1.2. Establish rapport through use of an open, sensitive and confident manner.

	• 1.3. Obtain information with sensitivity and respect for confidentiality as demanded by the situation. • 1.4. Convey information about care procedures in a manner and at a time consistent with the overall need of the patient and the situation as a whole. • 1.5. Clarify and respect the role and authority of health providers involved in the situation. • 1.6. Monitor recipient'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. Use questioning and listening techniques to identify, clarify and confirm situational needs. • 2.2. Ensure communication is clear and reflective of the situation, context and activities undertaken. • 2.3. Identify early signs of complex or difficult situations or problems and respond. • 2.4. Deal with conflict in a manner that prevents escalation. • 2.5. Seek advice and assistance about communication difficulties to maintain effective communication. • 2.6. Acknowledge and confirm information received to ensure understanding.
3. Use available modes of communication to convey and receive information.	• 3.1. Use job specific communication systems to convey complex information clearly. • 3.2 Complete all documentation required for reporting in accordance with organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTOUT010 Communicate in complex situations to support health care	HLTAMB012 Communicate in complex situations to support health care	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Updated to reflect current industry practices and terminology.	Not equivalent

Assessment Requirements for HLTOUT010 Communicate in complex situations to support health care

Modification History

N/A

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 verbally communicated with patients and co-workers and developed responses to meet the differing needs for each of the following situations:

- a person displaying challenging behaviors including:
 - under influence of substance misuse
 - acute behavioral disturbance
 - under stress due to current situation
- a person who has English as their second language
- a person who has a communication-related disability including:
 - hearing difficulties
 - speech impediment.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- codes and communication terminology used by out-of-hospital health care workers
- communication techniques including:
 - use of open-ended questions
 - active listening
 - asking for clarification and probing
 - responses to a range of views from patients, carers or others
 - understanding use of empathy with patient, carers or colleagues
 - using discretion and confidentiality, respecting individual differences especially when using touch and other non-verbal means of communication
- complex communication needs of people with:
 - communication-related disabilities

- hearing difficulties
- speech impediment
- cross-cultural communications needs
- mental illness
- pharmacological and alcohol addiction or misuse
- adverse behavioral responses to unfamiliar environments
- complex communication needs of a person under stress due to situations including trauma, death and life-threatening situations to themselves or others
- organisational policies and procedures applied to identified situations where complex communication needs may be present
- processes for preparing handover reports
- referral processes for staff requiring counselling services.

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.

Assessment must ensure access to modelling of industry operating conditions including access to real people for simulations and scenarios.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPAT001 Identify and respond to clinical risks in pathology collection

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPAT001 Identify and respond to clinical risks in pathology collection	HLTPAT308D Identify and respond to clinical risks associated with	This version was released in HLT Health Training Package release 2.0 and meets the	Not equivalent

	pathology specimen collection	requirements of 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.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPAT008 Identify and respond to clinical risks in pathology collection	HLTPAT001 Identify and respond to clinical risks in pathology collection		Equivalent

Assessment Requirements for HLTPAT001 Identify and respond to clinical risks in pathology collection

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPAT002 Perform venous blood collections

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

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 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPAT002 Perform venous blood collections	HLTPAT306D Perform blood collection	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the	Not equivalent

		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.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPAT014 Perform venous blood collections	HLTPAT002 Perform venous blood collections		Equivalent

Assessment Requirements for HLTPAT002 Perform venous blood collections

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:
- 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
 - 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

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPAT003 Perform capillary blood collections

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPAT012 Perform capillary blood collections	HLTPAT003 Perform capillary blood collections		Equivalent

Assessment Requirements for HLTPAT003 Perform capillary blood collections

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPAT004 Collect pathology specimens other than blood

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPAT004 Collect pathology specimens other than blood	HLTPAT304D Collect pathology specimens other than blood	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPAT004 Collect pathology specimens other than blood	HLTPAT410D Collect pathology specimens other than blood for specialised testing	This version was released in HLT Health Training Package release 2.0 and meets the	Not equivalent

		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.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPAT009 Collect pathology specimens other than blood	HLTPAT004 Collect pathology specimens other than blood		Equivalent

Assessment Requirements for HLTPAT004 Collect pathology specimens other than blood

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined 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)
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPAT005 Collect specimens for drugs of abuse testing

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPAT010 Collect specimens for drugs of abuse testing	HLTPAT005 Collect specimens for drugs of abuse testing		Equivalent

Assessment Requirements for HLTPAT005 Collect specimens for drugs of abuse testing

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPAT006 Receive, prepare and dispatch pathology specimens

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPAT006 Receive, prepare and dispatch pathology specimens	HLTPAT301D Receive and prepare pathology specimens	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTPAT011 Receive, prepare and dispatch pathology specimens	HLTPAT006 Receive, prepare and dispatch pathology specimens		Equivalent

Assessment Requirements for HLTPAT006 Receive, prepare and dispatch pathology specimens

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPHA001 Maintain pharmaceutical imprest stock

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPHA001 Maintain pharmaceutical imprest stock	HLTPH305A Maintain pharmaceutical imprest stock	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPHA010 Maintain pharmaceutical imprest stock	HLTPHA001 Maintain pharmaceutical imprest stock	Non Equivalent. Unit code and terminology updated. Changes to performance criteria, performance evidence, knowledge evidence and assessment conditions.	Not equivalent

Assessment Requirements for HLTPHA001 Maintain pharmaceutical impost stock

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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 impost 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 impost 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPHA002 Pack pharmaceutical products

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPHA002 Pack pharmaceutical products	HLTPH307A Pack pharmaceutical products	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTPHA011 Pack pharmaceutical products	HLTPHA002 Pack pharmaceutical products	Non Equivalent. Unit code and terminology updated. Changes to performance criteria, performance evidence, knowledge evidence and assessment conditions.	Not equivalent

Assessment Requirements for HLTPHA002 Pack pharmaceutical products

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPHA003 Assist with dispensing of prescriptions and medication orders

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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 <i>Guidelines for dispensing medicines</i> 4.4 Package and label correct quantities into a suitable 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPHA003 Assist with dispensing of prescriptions and medication orders	HLTPH316A Assist with dispensing of prescriptions and medication orders	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.	Not equivalent

		Significant changes to knowledge evidence.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPHA012 Dispense prescriptions and medication orders	HLTPHA003 Assist with dispensing of prescriptions and medication orders	Non Equivalent. Unit code, title and terminology updated. Changes to performance criteria, performance evidence, knowledge evidence and assessment conditions.	Not equivalent

Assessment Requirements for HLTPHA003 Assist with dispensing of prescriptions and medication orders

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPHA004 Order, maintain and distribute pharmaceutical stock

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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

	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
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPHA004 Order, maintain and distribute pharmaceutical stock	HLTPH312B Procure, store and maintain pharmaceutical products	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	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPHA004 Order, maintain and distribute pharmaceutical stock	HLTPH313B Distribute pharmaceutical products in a health setting	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for	Not equivalent

		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	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPHA004 Order, maintain and distribute pharmaceutical stock	HLTPH315A Procure, store, maintain and distribute pharmaceutical stock	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	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPHA013 Order, maintain and distribute pharmaceutical stock	HLTPHA004 Order, maintain and distribute pharmaceutical stock	Non Equivalent. Unit code and terminology updated. Changes to performance criteria, performance evidence and assessment conditions.	Not equivalent

Assessment Requirements for HLTPHA004 Order, maintain and distribute pharmaceutical stock

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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:

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPHA005 Conduct small scale compounding and labelling of pharmaceutical products

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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 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 product	7.1 Store products according to work sheet 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPHA005 Conduct small scale compounding and labelling of pharmaceutical products	HLTPH408A Conduct small scale compounding and labelling of pharmaceutical products	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPHA014 Conduct small-scale compounding and labelling of pharmaceutical products	HLTPHA005 Conduct small scale compounding and labelling of pharmaceutical products	Non Equivalent. Unit code and terminology updated. Changes to performance evidence and assessment conditions.	Not equivalent

Assessment Requirements for HLTPHA005 Conduct small scale compounding and labelling of pharmaceutical products

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPHA006 Provide assistance in dispensary administration

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPHA006 Provide assistance in	HLTPH411A Provide assistance in	This version was released in HLT Health Training	Not equivalent

dispensary administration	dispensary administration	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.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPHA015 Provide assistance in dispensary administration	HLTPHA006 Provide assistance in dispensary administration	Non Equivalent. Unit code and terminology updated. Changes to performance evidence and assessment conditions.	Not equivalent

Assessment Requirements for HLTPHA006 Provide assistance in dispensary administration

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPHA007 Conduct small-scale compounding and labelling of aseptic pharmaceutical products

Modification History

N/A

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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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 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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPHA007 Conduct small-scale compounding and labelling of aseptic pharmaceutical products	HLTPH409A Conduct small-scale compounding and labelling of aseptic pharmaceutical products	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPHA016 Conduct small-scale compounding and labelling of aseptic pharmaceutical products	HLTPHA007 Conduct small-scale compounding and labelling of aseptic pharmaceutical products	Non Equivalent. Unit code updated. Minor changes to performance criteria. Changes to performance evidence, knowledge evidence and assessment conditions.	Not equivalent

Assessment Requirements for HLTPHA007 Conduct small-scale compounding and labelling of aseptic pharmaceutical products

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
- 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPHA008 Support pharmacist communication with clients and other health professionals

Modification History

N/A

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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPHA008 Support pharmacist communication with clients and other health professionals	HLTPH418A Support pharmacists by collecting information for clients and other health professionals	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.	Not equivalent

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPHA017 Support pharmacist's communication with patients and other health professionals	HLTPHA008 Support pharmacist communication with clients and other health professionals	Non Equivalent. Unit code, title and terminology updated. Minor changes to performance criteria. Changes to performance evidence, knowledge evidence and assessment conditions.	Not equivalent

Assessment Requirements for HLTPHA008 Support pharmacist communication with clients and other health professionals

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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

- 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPHA009 Support pharmacists in the collection and presentation of workplace data and information

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPHA009 Support pharmacists in the collection and presentation of workplace data and information	HLTPH419A Support pharmacists in the collection and presentation of workplace data and information	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPHA018 Support pharmacists in the collection and presentation of workplace data and information	HLTPHA009 Support pharmacists in the collection and presentation of workplace data and information	Non Equivalent. Unit code updated. Minor changes to performance criteria. Changes to performance evidence, knowledge evidence and assessment conditions.	Not equivalent

Assessment Requirements for HLTPHA009 Support pharmacists in the collection and presentation of workplace data and information

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:
 - 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:

- 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP001 Provide basic repairs and maintenance to health hardware and fixtures

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Plan repairs and maintenance work	1.1 Identify potential health risks or problems in health hardware and fixtures

	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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP001 Provide basic repairs and maintenance to health hardware and fixtures	HLTPOP213C Support community processes for ongoing repair and maintenance of health hardware	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP001 Provide basic repairs and maintenance to health hardware and fixtures	HLTPOP214D Provide basic repairs and maintenance to health hardware and fixtures	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.	Not equivalent

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP025 Provide basic repairs and maintenance to health hardware and fixtures	HLTPOP001 Provide basic repairs and maintenance to health hardware and fixtures	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Minor changes to wording.	Equivalent

Assessment Requirements for HLTPOP001 Provide basic repairs and maintenance to health hardware and fixtures

Modification History

N/A

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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP002 Monitor and maintain sewage systems

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Identify 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP002 Monitor and maintain sewage systems	HLTPOP216D Monitor and maintain septic or on-site systems	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.	Not equivalent

		Significant change to knowledge evidence.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP002 Monitor and maintain sewage systems	HLTPOP217D Monitor and maintain sewerage or effluent systems	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP026 Monitor and maintain sewage or effluent systems	HLTPOP002 Monitor and maintain sewage systems	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Minor changes to wording.	Equivalent

Assessment Requirements for HLTPOP002 Monitor and maintain sewage systems

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP003 Monitor and maintain water supply

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Identify potential problems and faults with water supply systems in the community	1.1 Identify components of the water supply system in 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP003 Monitor and maintain water supply	HLTPOP218D Monitor and maintain water supply	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	Not equivalent

		requirements. Minor changes to knowledge evidence.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP027 Monitor and maintain water supply	HLTPOP003 Monitor and maintain water supply	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Minor changes to wording.	Equivalent

Assessment Requirements for HLTPOP003 Monitor and maintain water supply

Modification History

N/A

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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP004 Monitor and maintain rubbish collection and disposal systems

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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

	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP004 Monitor and maintain rubbish collection and disposal systems	HLTPOP220C Monitor and maintain rubbish collection and disposal systems	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	Not equivalent

		requirements. Minor changes to knowledge evidence.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP028 Monitor and maintain rubbish collection and disposal systems	HLTPOP004 Monitor and maintain rubbish collection and disposal systems	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Significant changes to Performance Criteria and Knowledge Evidence.	Not equivalent

Assessment Requirements for HLTPOP004 Monitor and maintain rubbish collection and disposal systems

Modification History

N/A

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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP005 Work in a population health context

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP005 Work in a population health context	HLTPOP301C Work effectively in the population health sector	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	Not equivalent

		volume and frequency requirements. Minor changes to knowledge evidence.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP029 Work in a population health context	HLTPOP005 Work in a population health context	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Minor changes to wording.	Equivalent

Assessment Requirements for HLTPOP005 Work in a population health context

Modification History

N/A

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
 - 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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP006 Contribute to working with the community to identify health needs

Modification History

N/A

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

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTPOP006 Contribute to working with the community to identify health needs	HLTPOP302C Contribute to working with the community to identify health needs	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.	Not equivalent

Assessment Requirements for HLTPOP006 Contribute to working with the community to identify health needs

Modification History

N/A

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
 - 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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP007 Contribute to population health project planning

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Plan implementation of strategies	1.1 Identify existing plan and related goals and objectives 1.2 Identify project strategies from project plan

	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP007 Contribute to population health project planning	HLTPOP303C Contribute to population health project planning	This version was released in HLT Health Training Package release 3.0 and meets the requirements of	Not equivalent

		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.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP007 Contribute to population health project planning	HLTPOP304C Contribute to evaluating a population health project	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.	Not equivalent

Assessment Requirements for HLTPOP007 Contribute to population health project planning

Modification History

N/A

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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP008 Develop and implement disease prevention and control measures

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Determine diseases affecting the community	1.1 Search for basic signs, symptoms and causes of diseases

	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP008 Develop and implement disease prevention and control measures	HLTPOP306C Establish agent of disease transmission and mode of control	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	Not equivalent

		assessment, including volume and frequency requirements. Minor changes to knowledge evidence.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP030 Determine and implement disease prevention and control measures	HLTPOP008 Develop and implement disease prevention and control measures	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Significant changes to Application Statement, Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Requirements.	Not equivalent

Assessment Requirements for HLTPOP008 Develop and implement disease prevention and control measures

Modification History

N/A

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:
 - 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
 - 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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP009 Provide information and support on environmental health issues

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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

	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP009 Provide information and support on environmental health issues	HLTPOP307C Provide information and support on environmental health issues	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	Not equivalent

		changes to knowledge evidence.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP031 Provide information and support on environmental health issues	HLTPOP009 Provide information and support on environmental health issues	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Minor changes to wording.	Equivalent

Assessment Requirements for HLTPOP009 Provide information and support on environmental health issues

Modification History

N/A

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:
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP010 Monitor and maintain dog health in the community

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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 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.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP010 Monitor and maintain dog health in the community	HLTPOP310C Monitor and maintain dog health in the community	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP032 Monitor and maintain dog health in the community	HLTPOP010 Monitor and maintain dog health in the community	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Minor changes to wording.	Equivalent

Assessment Requirements for HLTPOP010 Monitor and maintain dog health in the community

Modification History

N/A

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:
 - 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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP011 Facilitate provision of functional, durable health hardware items in home and community

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>

1. 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP011 Facilitate provision of	HLTPOP315C Ensure provision of	This version was released in HLT	Not equivalent

functional, durable health hardware items in home and community	functional, durable health hardware items in home and community	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.	

Assessment Requirements for HLTPOP011 Facilitate provision of functional, durable health hardware items in home and community

Modification History

N/A

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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP012 Contribute to testing of results of community water supply

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Determine 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

	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTPOP012 Contribute to testing of results of community water supply	HLTPOP319C Conduct testing and interpretation of results of community water supply	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.	Not equivalent

Assessment Requirements for HLTPOP012 Contribute to testing of results of community water supply

Modification History

N/A

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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP013 Contribute to the implementation of a disaster plan

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Identify 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

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP013 Contribute to the implementation of a disaster plan	HLTPOP322C Implement a disaster plan	This version was released in HLT Health Training Package release 3.0	Not equivalent

		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.	

Assessment Requirements for HLTPOP013 Contribute to the implementation of a disaster plan

Modification History

N/A

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 assess 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP014 Assess readiness for and effect behaviour change

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>The Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.</i>
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

	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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP014 Assess readiness for and effect behaviour change	HLTPOP402C Assess readiness for and effect behaviour change	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.	Not equivalent

Assessment Requirements for HLTPOP014 Assess readiness for and effect behaviour change

Modification History

N/A

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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP015 Provide information on smoking and smoking cessation

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>The Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.</i>
1. Screen clients for smoking	1.1 Discuss the client's tobacco use

	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTPOP015 Provide information on smoking and smoking cessation	HLTPOP403C Provide information on smoking and smoking cessation	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.	Not equivalent

Assessment Requirements for HLTPOP015 Provide information on smoking and smoking cessation

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP016 Provide interventions to clients who are nicotine dependent

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>The Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.</i>

1. Assess needs of clients who are nicotine dependent	1.1 Obtain client history to determine smoking habits in 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

	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP016 Provide interventions to clients who are nicotine dependent	HLTPOP404C Provide interventions to clients who are nicotine dependent	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	Not equivalent

		assessment, including volume and frequency requirements. Minor changes to knowledge evidence.	

Assessment Requirements for HLTPOP016 Provide interventions to clients who are nicotine dependent

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP017 Identify pest control strategies

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>The Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.</i>
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 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.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP017 Identify pest control strategies	HLTPOP409C Identify pest control strategies	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP033 Identify pest control strategies	HLTPOP017 Identify pest control strategies	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Minor changes to wording.	Equivalent

Assessment Requirements for HLTPOP017 Identify pest control strategies

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP018 Develop a plan of action to address land care issues in the community

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.</i>
1. 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP018 Develop a plan of action to address	HLTPOP311C Identify land care issues as they relate to health	This version was released in HLT Health Training Package release 3.0 and meets the requirements of the 2012 Standards for Training	Not equivalent

land care issues in the community		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.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP018 Develop a plan of action to address land care issues in the community	HLTPOP412C Develop a plan of action to address land care issues in the community	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.	Not equivalent

Assessment Requirements for HLTPOP018 Develop a plan of action to address land care issues in the community

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP019 Apply a population health framework

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.</i>
1. Apply the principles of 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

	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP019 Apply a population health framework	HLTPOP501C Apply a population health framework	This version was released in HLT Health Training Package release 3.0 and meets the requirements of the	Not equivalent

		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.	

Assessment Requirements for HLTPOP019 Apply a population health framework

Modification History

N/A

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
 - 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
- 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.

Link

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HLTPOP020 Work with the community to identify health needs

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.</i>
1. 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 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP020 Work with the community to identify health needs	HLTPOP502C Work with the community to identify health needs	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.	Not equivalent

Assessment Requirements for HLTPOP020 Work with the community to identify health needs

Modification History

N/A

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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP021 Plan a population health project

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.</i>

1. Determine 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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP021 Plan a population health project	HLTPOP503C Plan a population health project	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.	Not equivalent

Assessment Requirements for HLTPOP021 Plan a population health project

Modification History

N/A

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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP022 Evaluate a population health project

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

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

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP022 Evaluate a population health project	HLTPOP504C Evaluate a population health project	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	Not equivalent

		changes to knowledge evidence.	

Assessment Requirements for HLTPOP022 Evaluate a population health project

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP023 Build capacity to promote health

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.</i>
1. Assess existing capacity for change	1.1 Examine the context within which the program sits and identify pre-existing capacities to support change 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP023 Build capacity to promote health	HLTPOP505C Build capacity to promote health	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	Not equivalent

		requirements for assessment, including volume and frequency requirements. Minor changes to knowledge evidence.	

Assessment Requirements for HLTPOP023 Build capacity to promote health

Modification History

N/A

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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP024 Develop a disaster plan

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.</i>
1. Determine 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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP024 Develop a disaster plan	HLTPOP523C Develop a disaster plan	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.	Not equivalent

Assessment Requirements for HLTPOP024 Develop a disaster plan

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP025 Provide basic repairs and maintenance to health hardware and fixtures

Modification History

N/A

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 an exemption 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 or Territory legislation, Australian standards and industry codes of practice.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan repairs and maintenance work.	1.1. Identify potential health risks or problems in health hardware and fixtures.

	1.2. Assist in developing a work plan, that includes a timetable and priorities, to address repairs and maintenance requirements for the identified health risks under the guidance of a supervisor. 1.3. Determine the job requirements and the location in which basic repairs and maintenance are to be carried out. 1.4. Notify and coordinate with householders, community members and other community workers 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 organisational policy and procedures. 1.8. Make referrals to other key people or outside agencies in accordance with established procedures.
2. Carry out basic repairs and maintenance.	2.1. Carry out basic repairs and maintenance in accordance with work plan, using appropriate personal protective equipment (PPE) and in accordance with organisational workplace health and safety (WHS) standards. 2.2. Respond to unplanned events or conditions in accordance with organisational policies and procedures. 2.3. Refer problems and gaps identified outside area of responsibility to relevant others in accordance with organisational policies and procedures. 2.4. Obtain approval in accordance with established procedures from relevant person to address contingencies. 2.5. Store tools and equipment in accordance with organisation policy and procedure upon the completion of work tasks or daily activities.
3. Inspect and notify completion of work.	3.1. Undertake final inspections to ensure that basic repairs and maintenance conform to requirements.

	3.2. Notify or document work completion in accordance with organisation policy and procedure.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP025 Provide basic repairs and maintenance to health hardware and fixtures	HLTPOP001 Provide basic repairs and maintenance to health hardware and fixtures	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Minor changes to wording.	Equivalent

Assessment Requirements for HLTPOP025 Provide basic repairs and maintenance to health hardware and fixtures

Modification History

N/A

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:

- identify at least two potential health risks or problems associated with inappropriate or defective health hardware and fixtures and in doing so:
 - develop and implement a work plan that includes strategies to deal with each issue under the guidance of a supervisor
 - communicate with stakeholders throughout the process
- carry out at least two basic repair or maintenance tasks on health hardware or fixtures.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures relating to repair and maintenance work, including:
 - infection control
 - manual handling
 - personal protective equipment use
 - workplace health and safety (WHS) standards
 - 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 be demonstrated in 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.

Assessment must ensure access to:

- use of suitable facilities, equipment and resources, including:
 - workplace health and safety (WHS) standards
 - personal protective equipment (PPE)
 - organisational policies and procedures
 - maintenance requests
 - hand and power tools appropriate to the maintenance tasks.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP026 Monitor and maintain sewage or effluent systems

Modification History

N/A

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 an exemption 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 or Territory legislation, Australian standards and industry codes of practice.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify potential problems and faults	1.1. Identify components of the sewage system in the community.

with sewage systems 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. Assist in the development and implementation of a work plan in relation to the identified sewage system strategies, including the use of personal protective equipment (PPE) and in accordance with workplace health and safety (WHS) standards. 2.3. Report any difficulties or problems to supervisor in accordance with organisational policy and procedures. 2.4. Refer any problems or difficulties that are outside own area of responsibility or expertise to appropriate people or agencies.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP026 Monitor and maintain sewage or effluent systems	HLTPOP002 Monitor and maintain sewage systems	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Minor changes to wording.	Equivalent

Assessment Requirements for HLTPOP026 Monitor and maintain sewage or effluent systems

Modification History

N/A

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:

- identify at least two potential health risks or problems associated with sewage systems and develop and implement a work plan that includes strategies to deal with each issue.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational requirements relating to sewage systems work, including:
 - infection control
 - manual handling
 - workplace health and safety standards (WHS)
 - personal protective equipment use
 - reporting requirements
 - scope of own role and responsibilities
 - approvals required and process of obtaining approvals
 - referral agencies and procedures
- 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 sewage 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 water 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

- sewage disposal strategies for communities or outstations without a sewage disposal system including:
 - onsite or septic system
 - sewage or effluent system
 - grease trap and soakage pit
 - pit toilets and shallow trench latrines.

Assessment Conditions

Skills must be 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.

Assessment must ensure access to:

- use of suitable facilities, equipment and resources, including:
 - work health and safety (WHS) standards
 - personal protective equipment (PPE)
 - organisational guidelines and procedures.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP027 Monitor and maintain water supply

Modification History

N/A

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 residences within 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 an exemption 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 or Territory legislation, Australian standards and industry codes of practice.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify potential problems and faults with	1.1. Identify components of the water supply system to residences.

water supply systems in residences.	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. Assist in the development and implementation of a work plan including the use of personal protective equipment (PPE) and in accordance with workplace health and safety (WHS) standards. 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

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP027 Monitor and maintain water supply	HLTPOP003 Monitor and maintain water supply	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Minor changes to wording.	Equivalent

Assessment Requirements for HLTPOP027 Monitor and maintain water supply

Modification History

N/A

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:

- identify at least two potential health risks, faults or problems associated with household plumbing design and fixtures and develop and implement a work plan that includes strategies to deal with each issue.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational requirements relating to water supply work, including:
 - infection control
 - manual handling
 - workplace health and safety (WHS) standards
 - personal protective equipment use
 - reporting requirements
 - scope of own role and responsibilities
 - approvals required and process of obtaining approvals
 - referral agencies and referral procedures
- water and sewage plans for the community, where available
- various sources of water, including:
 - bore water
 - surface water
 - spring water
 - rock catchments
 - soaks
 - dams
 - rainwater 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 be demonstrated in 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.

Assessment must ensure access to:

- use of suitable facilities, equipment and resources, including
 - workplace health and safety (WHS) standards
 - personal protective equipment (PPE)
 - organisational policies and procedures.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP028 Monitor and maintain rubbish collection and disposal systems

Modification History

N/A

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.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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.

	1.2. Identify community processes for rubbish collection and disposal. 1.3. Identify relevant workplace health and safety requirements including the use of personal protective equipment. 1.4. Identify opportunities for preventative actions to be implemented to address problems with 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. Assist with the implementation of a rubbish collection and community disposal system work plan. 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

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP028 Monitor and maintain rubbish collection and disposal systems	HLTPOP004 Monitor and maintain rubbish collection and disposal systems	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages.	Not equivalent

		Significant changes to Performance Criteria and Knowledge Evidence.	

Assessment Requirements for HLTPOP028 Monitor and maintain rubbish collection and disposal systems

Modification History

N/A

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:

- identify at least two potential health risks or problems associated with rubbish collection and disposal systems and develop and implement a work plan that includes strategies to deal with each issue.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational requirements relating to rubbish collection and disposal work, including:
 - infection control
 - manual handling
 - personal protective equipment use
 - emergency management plans
 - chemical handling
 - Material Safety Data Sheets (MSDS)
 - reporting requirements
 - scope of own role and responsibilities
 - approvals required and process of obtaining approvals
 - referral agencies and procedures
- procedures for monitoring the integrity of the environment:
 - observing
 - reporting
- diseases transmitted through rubbish collection and disposal and strategies to prevent transmission
- community processes in relation to rubbish collection and disposal
 - recycling and re-using options

- preventative systems
- 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
- relevant workplace health and safety standards and the use of personal protection equipment.

Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated work environment that reflects workplace conditions in a local government environment.

Assessment must ensure access to:

- plain English information about legal and ethical responsibilities applicable to job role
- organisational policies and procedures applicable to job role
- code of conduct applicable to job role.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP029 Work in a population health context

Modification History

N/A

Application

This unit describes the skills and knowledge required to apply current context, philosophy and key principles of population health to work in the community.

This unit applies to work in a public health context and workers at this level will work under supervision within established guidelines.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan for work in population health.	1.1. Research current concepts of health and its determinants. 1.2. Identify key principles to a population health approach and use to assess current work approach.

2. Gather information on the organisations that support population health work.	2.1. Identify relevant local, State or 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 of population health 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, including relevant workplace health and safety standards.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP029 Work in a population health context	HLTPOP005 Work in a population health context	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Minor changes to wording.	Equivalent

Assessment Requirements for HLTPOP029 Work in a population health context

Modification History

N/A

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:

- identify at least three organisations that support population health work and their contributions
- identify and research how work will incorporate context and key principles of population health approach relevant to work with at least one community or project.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- recent public health strategies and relevant local codes of practice, legislation and regulatory frameworks
- health determinants, including:
 - political
 - biological and genetic factors
 - physical environment
 - socio-economic factors, including:
 - social gradient
 - stress
 - social exclusion
 - work
 - unemployment
 - social support
 - addiction
 - food
 - transport
 - housing
 - behavioural

- cultural
 - quality of health services
- 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 or Torres Strait Islander communities
- equity issues in population health
- national, State or 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
 - Aboriginal or Torres Strait Islander environmental health worker, community funded or government funded
- multi-sectoral and multi-strategic approach to population health
- basic Work, Health and Safety (WHS) principles.

Assessment Conditions

Skills must be 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.

Assessment must ensure access to:

- suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP030 Determine and implement disease prevention and control measures

Modification History

N/A

Application

This unit describes the skills and knowledge required to make a basic determination of diseases present in the community and their mode of disease transmission, and to implement disease transmission control measures according to a defined strategy.

This unit applies to work in a public health context and workers at this level will work under supervision and within defined guidelines.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine diseases affecting the community.	1.1. Identify basic signs, symptoms and causes of diseases within the community.

	1.2. Determine the nature of any diseases affecting the community and confirm with supervisor.
2. Work with basic environmental health strategies to limit the transmission of disease.	2.1. Discuss and confirm appropriate environmental health strategies with supervisor. 2.2. Identify appropriate control measures to limit the transmission of disease.
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 to limit the transmission of diseases according to appropriate environmental health strategy and organisational requirements. 3.5. Seek feedback from the community regarding the effectiveness of control measures.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP030 Determine and implement disease prevention and control measures	HLTPOP008 Develop and implement disease prevention and control measures	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for	Not equivalent

		Training Packages. Significant changes to Application Statement, Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Requirements.	

Assessment Requirements for HLTPOP030 Determine and implement disease prevention and control measures

Modification History

N/A

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:

- follow correct procedures to identify and address at least two potential diseases in the community, that include developing and implementing disease prevention and transmission control measures.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational requirements relating to environmental health needs, including:
 - national, State or 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 signs, symptoms and causes of disease, including:
 - what germs are, including conflict and compatibility with traditional knowledge
 - where germs live and their source, including:
 - raw meat
 - rubbish
 - sewage
 - 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
- diseases or infection that can be attributed to parasites, types of diseases and their signs and symptoms
- bacterial diseases and their signs and symptoms, including:
 - Salmonella
 - Staphylococcus
 - Campylobacter
 - E-Coli
 - Tetanus
- viral diseases and their signs and symptoms, including:
 - colds and flu
 - Hepatitis A
 - gastroenteritis
 - Trachoma
 - Ross River Fever
 - Australian Encephalitis
- diseases attributed to parasites, their signs and symptoms, including:
 - Dwarf Tape Worm infection
 - Giardiasis
 - hookworm infection
 - threadworm or pinworm infection
 - scabies infection
- signs and symptoms of disease, including:
 - diarrhoea
 - vomiting 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, red and watery eyes
- skin rash
- convulsions
- paralysis
- inflammation
- coma
- death
- vehicles and agents of transmission, including:
 - water droplets in the air
 - hands
 - wind blown dust
 - water
 - vectors, including:
 - insects
 - rodents
 - the blood which carries germs around in the body
- control measures to limit the transmission of diseases in the following contexts:
 - housing
 - water supply
 - sewage
 - rubbish collection and disposal
 - animal management
 - pest management
- food storage and handling.

Assessment Conditions

Skills must be 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.

Assessment must ensure access to:

- suitable facilities, equipment and resources
- organisational and local environmental health strategies.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP031 Provide information and support on environmental health issues

Modification History

N/A

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.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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.

	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 and environmental health hazards and risks 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

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP031 Provide information and support on environmental health issues	HLTPOP009 Provide information and support on environmental health issues	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Minor changes to wording.	Equivalent

Assessment Requirements for HLTPOP031 Provide information and support on environmental health issues

Modification History

N/A

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:

- identify and provide information and support to at least two householders about environmental health issues.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- 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 including:
 - spraying chemicals and the effects of overuse
- 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.
- factors that impact on environmental health including:
 - 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 refrigerators and freezers to store food
- not having access to washing machines to wash clothes
- animal management
- pest management.

Assessment Conditions

Skills must be 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.

Assessment must ensure access to:

- suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP032 Monitor and maintain dog health in the community

Modification History

N/A

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.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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 community members. • 2.4. Support the establishment of a plan of action with other staff, community and relevant others. • 2.5. Identify the roles and responsibilities of self, other staff, community and other key people in the strategies discussed. • 2.6. Contribute to the coordination of the plan in accordance with job role organisational requirements.
• 3. Implement dog health and dog population control plan.	• 3.1. Apply safe work practices and procedures in performing own role in accordance with the dog health and dog population control 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 to maintain community dog health and dog population control.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP032 Monitor and maintain dog health in the community	HLTPOP010 Monitor and maintain dog health in the community	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Minor changes to wording.	Equivalent

Assessment Requirements for HLTPOP032 Monitor and maintain dog health in the community

Modification History

N/A

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:

- collaborate with at least one 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 two dog owners and other key stakeholders.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational requirements relating to dog health and population needs, including:
 - national, State or 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:
 - 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 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 plays with or licks 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:
 - nutritional food sources
 - the provision of clean and dry shelter
 - dog health issues:
 - flea and tick treatment
 - wound and sore treatment
 - mange treatment
 - eye and ear infection treatment
 - immunising and worming dogs
 - washing dogs
 - 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.

Assessment Conditions

Skills must be 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.

Assessment must ensure access to:

- suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTPOP033 Identify pest control strategies

Modification History

N/A

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.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 organisational policy and procedures.
• 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. Assist in the development and implementation of a work plan in relation to the identified pest eradication or control strategies. • 3.4. Identify and action issues requiring referrals to key people and outside agencies.

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTPOP033 Identify pest control strategies	HLTPOP017 Identify pest control strategies	This version was released in HLT Health Training Package release 5.0 and meets the requirements of the 2015 Standards for Training Packages. Minor changes to wording.	Equivalent

Assessment Requirements for HLTPOP033 Identify pest control strategies

Modification History

N/A

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:

- identify at least two pest problems in the community that could potentially affect the health of householders and community members and develop and implement a work plan that includes appropriate strategies and methods of control.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational requirements relating to pest control and community needs, including:
 - national, State or 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
 - relevant workplace health and safety (WHS) standards
- 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 be 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.

Assessment must ensure access to:

- suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTREF001 Develop reflexology practice

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTREF001 Develop reflexology practice	HLTREF501B Work within a reflexology framework	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.	Not equivalent

Assessment Requirements for HLTREF001 Develop reflexology practice

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
- 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTREF002 Provide reflexology for relaxation

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTREF002 Provide reflexology for relaxation		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for HLTREF002 Provide reflexology for relaxation

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
- 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTREF003 Perform reflexology health assessments

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTREF003 Perform reflexology health assessments	HLTREF502C Prepare for a reflexology treatment	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	Not equivalent

		knowledge evidence. Minimum clinic hours added. Additional assessor requirements.	

Assessment Requirements for HLTREF003 Perform reflexology health assessments

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:

- 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
 - 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:

- 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTREF004 Provide therapeutic reflexology treatments

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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

	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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTREF004 Provide therapeutic reflexology treatments	HLTREF503C Provide reflexology treatment	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.	Not equivalent

Assessment Requirements for HLTREF004 Provide therapeutic reflexology treatments

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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
 - 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
- 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTREF005 Adapt reflexology treatments to meet specific needs

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTREF005 Adapt reflexology treatments to meet specific needs		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for HLTREF005 Adapt reflexology treatments to meet specific needs

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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:

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTREF006 Monitor and evaluate reflexology treatments

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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

	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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTREF006 Monitor and evaluate reflexology treatments	HLTREF504B Monitor and evaluate reflexology treatments	This version was released in HLT Health Training	Not equivalent

		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.	

Assessment Requirements for HLTREF006 Monitor and evaluate reflexology treatments

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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

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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTRNL001 Support a person with chronic kidney disease

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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'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 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.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTRNL001 Support a person with chronic kidney disease	HLTRNL601C Support the client with chronic kidney disease	This version was released in HLT Health Training Package release 3.0	Not equivalent

		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.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTRNL003 Contribute to the nursing care of a person with renal impairment	HLTRNL001 Support a person with chronic kidney disease	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Not equivalent

Assessment Requirements for HLTRNL001 Support a person with chronic kidney disease

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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 for 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
 - 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

- 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.

In addition, assessors must hold current registration as a registered nurse with Nursing and Midwifery Board of Australia.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTRNL002 Provide care and support to a person undergoing renal replacement therapy

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Establish therapeutic relationship with the person to support self-management of renal replacement therapy	1.1 Perform an assessment of the person to establish their cognitive ability to support self-management of 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 dialysis treatment	3.1 Review the person's understanding of the procedure in accordance with legal requirements and organisation 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 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 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.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTRNL002 Provide care and support to a person undergoing renal replacement therapy	HLTRNL602C Provide support and management of the client undergoing peritoneal dialysis therapy	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 HLTRNL602C/HLTRNL603C/HLTRNL604C. Removed pre-requisites. Significant changes to the elements and performance criteria. New evidence requirements for assessment,	Not equivalent

		including volume and frequency requirements. Significant change to knowledge evidence.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTRNL002 Provide care and support to a person undergoing renal replacement therapy	HLTRNL603C Provide care and support to client in renal replacement therapy in community setting	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 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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTRNL002 Provide care and support to a person undergoing renal replacement therapy	HLTRNL604C Provide support and management of the client undergoing haemodialysis therapy	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 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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTRNL004 Apply renal replacement therapy	HLTRNL002 Provide care and support to a person undergoing renal replacement therapy	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Not equivalent

Assessment Requirements for HLTRNL002 Provide care and support to a person undergoing renal replacement therapy

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:
 - 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

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTRNL003 Contribute to the nursing care of a person with renal impairment

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to provide supportive care of a person with renal impairment and advance care planning.

This unit applies to enrolled nurses, registered with the Nursing and Midwifery Board of Australia (NMBA), 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 NMBA regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Renal

Unit sector(s)

Nursing

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Identify a person's knowledge of the impact of renal impairment.	1.1. Assess knowledge of renal impairment and impact on lifestyle, social context and emotional and spiritual choices. 1.2. Confirm understanding of the pathophysiology of renal impairment. 1.3. Identify common problems and complications associated with renal impairment and contributing factors that impact on health and lifestyle. 1.4. Identify psychosocial impacts of renal impairment on activities of daily living. 1.5. Provide support in a culturally safe and open manner. 1.6. Confirm spiritual and cultural issues related to the impacts of renal impairment.
2. Contribute to health status in renal impairment.	2.1. Perform primary health care assessment. 2.2. Monitor health status to identify renal impairment and its progression, and document and report. 2.3. Identify psychosocial impacts of renal impairment and refer for counselling and assistance. 2.4. Consult with the multidisciplinary health care team to contribute to care planning.
3. Contribute to provision of patient education in renal impairment.	3.1. Identify knowledge deficits of the renal impairment. 3.2. Provide information and resources on the aetiology and pathophysiology of the stages of renal impairment. 3.3. Apply contemporary information to assist optimal health status and slowing renal impairment progression. 3.4. Clarify educational requirements for the stages of renal impairment and apply to nursing plan of care and self-management. 3.5. Provide education and support to establish and maintain optimal nutrition and dietary choices in renal impairment.

	3.6. Contribute to health education, resources on renal impairment and renal replacement therapy. 3.7. Communicate information about referral to multidisciplinary health care team for alternative care options as renal impairment progresses, including end of life care. 3.8. Contribute documentation to identify and meet advance care planning and directives.
4. Contribute to self-management strategies for renal impairment.	4.1. Identify opportunities for self-management of clinical manifestations and common complications associated with renal impairment. 4.2. Provide information and access to resources for self-care management strategies to maintain optimal health status.

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTRNL003 Contribute to the nursing care of a person with renal impairment	HLTRNL001 Support a person with chronic kidney disease	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Not equivalent

Assessment Requirements for HLTRNL003 Contribute to the nursing care of a person with renal impairment

Modification History

N/A

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:

- implement nursing care plans for three people with renal impairment
- provide follow-up care of three people with renal impairment in the workplace

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete tasks outlined in elements and performance criteria of this unit:

- anatomy and physiology of the renal system and clinical manifestations and associated pathophysiology of the stages of renal impairment
- underlying environmental and social factors contributing to renal impairment in the general population in Australia and the higher rates experienced within Aboriginal and Torres Strait Islander communities
- renal impairment conditions and risk factors:
 - diabetic nephropathy
 - glomerulonephritis
 - hypertensive nephropathy
 - polycystic kidney disease
 - reflux nephropathy
 - kidney stones
 - kidney transplant
- clinical manifestations:
 - hypertension
 - anaemia
 - bone disease
 - cardiovascular disease

- impaired immunity
 - electrolyte imbalance
 - fluid imbalance
- complications and impact of renal impairment:
 - uraemic breath
 - unusual and metallic taste
 - anorexia
 - nausea and vomiting
 - lethargy
 - change in urination
 - confusion
 - pain
 - increase in depression
 - stages of grief and loss
 - sexual dysfunction
 - general malaise
 - cardiovascular events
 - infections
 - uraemic frost
 - pruritus
 - restless leg syndrome
- screening and prevention
- immunity and the importance of vaccinations
- changing educational needs
- assessment of renal function and diagnostic procedures:
 - common pathology tests to diagnose and evaluate
 - interventional and investigational procedures used in the diagnosis and management
- management:
 - factors that can slow the progression and changes across the continuum of renal disease
 - principles for clinical manifestations and associated co-morbidities
 - evaluation of health check results

- common medicines, mechanism of action, precautions, contraindications and side effects in renal impairment
 - nutritional considerations
- theory, terminology, procedures, risks and benefits of treatment options including renal replacement therapies:
 - peritoneal dialysis and haemodialysis
- psychosocial impacts
- social needs:
 - disability support
 - family support
 - transport to appointments
 - accommodation
- organisations associated with palliative care and advance care planning.
- self-management strategies:
 - healthy lifestyle
 - exercise
 - renal diet
 - fluid requirements
 - medication regime
 - care of dialysis access
 - recognising progressive symptoms
 - vaccination regime
 - diabetes care
 - cardiovascular disease care
 - dental care
 - optometry and ophthalmic care
 - skin care.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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' requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTRNL004 Apply renal replacement therapy

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to provide care and support to a person in health and community settings undergoing renal replacement therapy including peritoneal dialysis and haemodialysis.

This unit applies to enrolled nurses, registered with the Nursing and Midwifery Board of Australia (NMBA), 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 NMBA regulatory authority legislative requirements.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Renal

Unit sector(s)

Nursing

Elements and Performance Criteria

Elements	Performance criteria
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Establish therapeutic relationship to support self-management of renal replacement therapy.	1.1. Perform physical assessment to establish cognitive ability to support self-management of renal replacement therapy. 1.2. Provide opportunity for care dialogue and clarify elements of concern. 1.3. Encourage open dialogue and comprehensive engagement in therapeutic intervention. 1.4. Provide education to encourage self-care management of renal replacement therapy. 1.5. Identify areas of concern relating to self-management of renal replacement therapy, and report to multidisciplinary health care team. 1.6. Provide referral to primary health, tertiary health and community services in collaboration with multidisciplinary health care team.
2. Assess physical health status for dialysis.	2.1. Perform physical pre-dialysis assessment and report outcomes to multidisciplinary health care team. 2.2. Inspect person's access device for suitability for dialysis for foreseeable treatment risks. 2.3. Perform specimen collection of access and catheter sites for microbiological analysis. 2.4. Identify physical health risks related to dialysis prescription, and document and report.
3. Perform peritoneal dialysis exchange.	3.1. Examine peritoneal dialysis catheter exit site and perform exit site dressing. 3.2. Prepare peritoneal dialysis additives for dialysis bag in line with delegation and identify causes of peritoneal fluid failure to drain. 3.3. Perform peritoneal exchange according to prescribed treatment order and organisational policies and procedures.

	• 3.4. Monitor risks associated with treatment during procedure. • 3.5. Document and refer identified risks and clinical features suggestive of dialysis-related peritonitis. • 3.6. Identify acute and delayed adverse reactions to dialysis additives and respond within scope of work role. • 3.7. Document and report treatment outcomes.
• 4. Assist with self-care management of peritoneal dialysis.	• 4.1. Appraise competence and readiness for the procedure and self-management including technique for Tenckhoff catheter care and provide education. • 4.2. Provide assistance and education relating to peritoneal dialysate fluid exchange. • 4.3. Monitor treatment progress and ensure supporting documentation is complete. • 4.4. Identify and respond to procedural variations and risk during peritoneal dialysis treatment. • 4.5. Collect effluent specimen for microbiological analysis. • 4.6. Assess response to treatment and document and report outcomes. • 4.7. Perform self-management appraisal on peritoneal dialysis consumables, sustainable practice and waste minimisation.
• 5. Prepare person and equipment for haemodialysis.	• 5.1. Explain procedure and prepare for treatment. • 5.2. Apply hand hygiene and use of personal protective equipment (PPE) in accordance with infection prevention and control guidelines. • 5.3. Prepare dialysis machine and determine dialysis settings. • 5.4. Identify site for cannulation and signs of fistula stenosis and infection, and report

	abnormalities prior to commencement of procedure. • 5.5. Prepare and perform cannulation according to organisational policies and procedures.
• 6. Perform haemodialysis.	• 6.1. Connect haemodialysis machine according to organisational policies and procedures and infection prevention and control guidelines. • 6.2. Monitor for signs of deterioration during haemodialysis and report variations in health status. • 6.3. Identify and respond to machine alarms and other problems with haemodialysis. • 6.4. Assess response to treatment and other interventions as administered. • 6.5. Identify, respond and document adverse reactions. • 6.6. Complete haemodialysis machine disconnection in accordance with organisational policies and procedures. • 6.7. Provide equipment care in accordance with infection prevention and control guidelines and manufacturer instructions. • 6.8. Inspect vascular access site pre- and post-procedure and report adverse findings.
• 7. Evaluate health status at completion of dialysis.	• 7.1. Complete post-dialysis assessment. • 7.2. Evaluate treatment and report. • 7.3. Provide feedback of physical health assessment. • 7.4. Provide opportunities to listen to concerns and respond.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTRNL004 Apply renal replacement therapy	HLTRNL002 Provide care and support to a person undergoing renal replacement therapy	This version was released in HLT Health Training Package Release 6.0 and meets the requirements of the 2015 Standards for Training Packages. Mapping information updated. Updated to reflect current industry practices and terminology.	Not equivalent

Assessment Requirements for HLTRNL004 Apply renal replacement therapy

Modification History

N/A

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:

- perform renal replacement therapy in the workplace on three different people, one of which must be using peritoneal dialysis and one of which must be using haemodialysis involving:
 - 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

The tasks must be undertaken in accordance with the Nursing and Midwifery Board of Australia (NMBA) professional practice standards, codes and guidelines.

Knowledge Evidence

Demonstrate knowledge required to complete the tasks outlined in elements and the performance criteria of this unit:

- techniques for assessing for blood clots in the line post haemodialysis
- techniques for adjusting next haemodialysis treatment parameters as per outcome of latest session
- use of clamps during haemodialysis
- indication for dialysis needle size
- indication for dialyser size
- indication for use of safety fistula catheters
- infection control principles of nursing care during renal replacement therapy

- standards and guidelines for renal care to improve the quality of care and outcomes for persons with kidney disease:
 - education
 - renal diet and nutrition
 - hygiene to minimise risk of fistula and access device infection
 - risk of skin infection
 - principles of aseptic technique for practice
 - common dialysates and dialysers
- pathophysiology of renal impairment and routine diagnostic testing
- normal and abnormal biochemical and haematological markers for undergoing renal replacement therapy
- national immunisation program recommendations for immunosuppressed people.
- types and principles of renal replacement therapies:
 - blood volume monitor (BVM)
 - haemodiafiltration (HDF)
 - heparin-free haemodialysis.
- haemodialysis machine cleaning and testing
- principles of haemodialysis and peritoneal dialysis
- medicines in common use to treat renal impairment
- impact of renal replacement therapy on quality of life and self-esteem including issues related to:
 - fluid and electrolytes
 - diet and nutritional
 - infection control
 - renal transplant
- signs and symptoms of actual and potential problems of renal replacement therapy and responses:
 - hypertension
 - hypotension
 - hyperglycaemia
 - hypoglycaemia
 - hypovolaemia due to rapid and excess fluid and electrolyte removal
 - altered nutritional status
 - haemolysis
 - vascular access

- clotted and stenosed vascular access
- prolonged bleeding
- peritonitis
- care of:
 - leakage from site, extravasation and bag
 - blocked catheter
 - catheter breaches including movement and cracking
 - fibrin plug
 - cuff extrusion
 - extravasation to surrounding tissue
 - contamination of catheter and Y line on bag during exchange process
 - Tenckhoff care
- accidental break in sterile pathway
- hernia
- obesity
- psychosocial issues
- dietary management
- vascular access site inspection for:
 - decreased thrill
 - high pitched bruit
 - difficulty in needling fistula
 - abnormal arterial and venous pressure readings
 - pain, swelling, redness and trauma
 - false aneurysms
 - blood leak from cannulation site
- own role and responsibilities and those of other multidisciplinary health care team members.

Assessment Conditions

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, each applicant 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.

For more detail visit <https://www.ahpra.gov.au>.

Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model 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' requirements for assessors.

Assessors must also hold current registration as a registered nurse with the Nursing and Midwifery Board of Australia (NMBA).

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSHU001 Work within a framework of traditional oriental medicine

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTSHU001 Work within a framework of traditional oriental medicine		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for HLTSHU001 Work within a framework of traditional oriental medicine

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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 lu
 - zang fu
 - extraordinary organs
 - four methods of diagnosis
 - eight principle patterns
 - 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
- 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSHU002 Develop Shiatsu practice

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTSHU002 Develop Shiatsu practice	HLTSHU508D Work within a shiatsu framework	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.	Not equivalent

Assessment Requirements for HLTSHU002 Develop Shiatsu practice

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSHU003 Maintain personal health and awareness for traditional oriental medicine practice

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTSHU003 Maintain personal health and awareness for traditional oriental medicine practice	HLTSHU509C Maintain personal health and awareness as a professional responsibility	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.	Not equivalent

Assessment Requirements for HLTSHU003 Maintain personal health and awareness for traditional oriental medicine practice

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSHU004 Perform Shiatsu therapy health assessments

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTSHU004 Perform Shiatsu therapy health assessments	HLTSHU504C Plan the shiatsu therapy treatment	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.	Not equivalent

		Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTSHU004 Perform Shiatsu therapy health assessments	HLTSHU510C Perform shiatsu therapy health assessment	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTSHU004 Perform Shiatsu therapy health assessments	HLTSHU511C Apply shiatsu therapy assessment framework	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.	Not equivalent

Assessment Requirements for HLTSHU004 Perform Shiatsu therapy health assessments

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined 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
 - 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

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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSHU005 Perform oriental therapies health assessments

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTSHU005 Perform oriental therapies health assessments	HLTSHU501C Apply oriental therapies assessment framework	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	Not equivalent

		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.	

Assessment Requirements for HLTSHU005 Perform oriental therapies health assessments

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:

- 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
 - 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 lu
 - 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
- 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSHU006 Provide Shiatsu therapy treatments

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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

	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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTSHU006 Provide Shiatsu therapy treatments	HLTSHU507C Provide shiatsu therapy treatment	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	Not equivalent

		added. Additional assessor requirements.	

Assessment Requirements for HLTSHU006 Provide Shiatsu therapy treatments

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
 - 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

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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSHU007 Provide oriental therapies treatments

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTSHU007 Provide oriental therapies treatments	HLTSHU505C Provide oriental therapies treatment	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.	Not equivalent

Assessment Requirements for HLTSHU007 Provide oriental therapies treatments

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined 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
- 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSHU008 Adapt Shiatsu and oriental therapies practice to meet specific needs

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTSHU008 Adapt Shiatsu and oriental therapies practice to meet specific needs	HLTSHU506D Provide specific shiatsu therapy assessment and care	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.	Not equivalent

Assessment Requirements for HLTSHU008 Adapt Shiatsu and oriental therapies practice to meet specific needs

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
 - 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSHU009 Monitor and evaluate traditional oriental medicine treatments

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence

HLTSHU009 Monitor and evaluate traditional oriental medicine treatments		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for HLTSHU009 Monitor and evaluate traditional oriental medicine treatments

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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

- 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSTE001 Clean and disinfect reusable medical devices

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes of a unit of competency</i>	<i>The Performance Criteria specify the level of performance required to demonstrate achievement of the Element</i>
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

	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 handling techniques 3.8 Select washer disinfectant 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTSTE001 Clean and disinfect reusable medical devices	HLTSTE301D Clean reusable medical equipment	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.	Not equivalent

		Significant change to knowledge evidence. Removed prerequisite.	

Assessment Requirements for HLTSTE001 Clean and disinfect reusable medical devices

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSTE002 Inspect and pack reusable medical devices

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance required to demonstrate achievement of the element</i>
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

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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTSTE002 Inspect and pack reusable medical devices	HLTSTE302D Inspect and pack items	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.	Not equivalent

Assessment Requirements for HLTSTE002 Inspect and pack reusable medical devices

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSTE003 Sterilise loads

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance required to demonstrate achievement of the element</i>
1. Prepare sterilisation equipment	1.1 Clean and check steriliser, and accessory equipment according to manufacturer's recommendations

	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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTSTE003 Sterilise loads	HLTSTE303D Sterilise loads	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	Not equivalent

		assessment, including volume and frequency requirements. Significant change to knowledge evidence. Removed prerequisite.	

Assessment Requirements for HLTSTE003 Sterilise loads

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSTE004 Manage sterile stock

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance required to demonstrate achievement of the element</i>
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

	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 management requirements	5.1 Follow batch control identification procedures 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTSTE004 Manage sterile stock	HLTSTE306D Manage sterile stock	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.	Not equivalent

Assessment Requirements for HLTSTE004 Manage sterile stock

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSTE005 Care for reusable medical devices

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes of a unit of competency</i>	<i>The Performance Criteria specify the level of performance required to demonstrate achievement of the Element</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTSTE005 Care for reusable medical devices	HLTSTE308C Care for surgical instruments	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for	Not equivalent

		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.	

Assessment Requirements for HLTSTE005 Care for reusable medical devices

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSTE006 Chemically disinfect reusable medical devices

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes of a unit of competency</i>	<i>The Performance Criteria specify the level of performance required to demonstrate achievement of the Element</i>
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

	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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTSTE006 Chemically disinfect reusable medical devices	HLTSTE307C Disinfect re-usable medical devices	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.	Not equivalent

Assessment Requirements for HLTSTE006 Chemically disinfect reusable medical devices

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSTE007 Monitor and maintain cleaning and sterilisation equipment

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance required to demonstrate achievement of the element</i>
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 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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTSTE007 Monitor and maintain cleaning and sterilisation equipment	HLTSTE407C Manage availability and effectiveness of reusable medical devices	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTSTE007 Monitor and maintain cleaning and sterilisation equipment	HLTSTE408C Manage effectiveness of reprocessing of reusable medical devices	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.	Not equivalent

Assessment Requirements for HLTSTE007 Monitor and maintain cleaning and sterilisation equipment

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTSTE008 Monitor quality of cleaning, sterilisation and packaging processes

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance required to demonstrate achievement of the element</i>
1. Determine quality requirements	1.1 Contribute to risk analysis to determine scope and nature of quality requirements according to relevant standards 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.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTSTE008 Monitor quality of cleaning, sterilisation and packaging processes	HLTSTE409C Facilitate effective steam steriliser function	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//HLTSTE410C. 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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTSTE008 Monitor quality of cleaning, sterilisation and packaging processes	HLTSTE410B Facilitate effective cleaning functions	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.	Not equivalent

Assessment Requirements for HLTSTE008 Monitor quality of cleaning, sterilisation and packaging processes

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTTCM001 Develop Traditional Chinese Medicine (TCM) remedial massage practice

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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
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 unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTTTCM001 Develop Traditional Chinese Medicine (TCM) remedial massage practice	HLTTTCM506E Work within TCM remedial massage (An Mo Tui Na) framework	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.	Not equivalent

Assessment Requirements for HLTTCM001 Develop Traditional Chinese Medicine (TCM) remedial massage practice

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTTCM002 Perform Traditional Chinese Medicine (TCM) remedial massage health assessments

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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 unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTTTCM002 Perform Traditional Chinese Medicine (TCM)	HLTTTCM501C Apply TCM remedial massage (An Mo Tui Na)	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged HLTTTCM501C/HLTTTCM502D/HLTTTCM507C. Significant changes to the elements and	Not equivalent

remedial massage health assessments	assessment framework	performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant change to knowledge evidence. Minimum clinic hours added. Additional assessor requirements.	
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTTCM002 Perform Traditional Chinese Medicine (TCM) remedial massage health assessments	HLTTCM502D Perform TCM remedial massage (An Mo Tui Na) health assessment	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTTCM002 Perform Traditional Chinese Medicine (TCM) remedial massage health assessments	HLTTCM507C Plan TCM remedial massage (An Mo Tui Na) treatment strategy	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.	Not equivalent

Assessment Requirements for HLTTTCM002 Perform Traditional Chinese Medicine (TCM) remedial massage health assessments

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined 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:
 - 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
 - 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTTCM003 Provide Traditional Chinese Medicine (TCM) remedial massage treatments

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTTCM003 Provide Traditional Chinese Medicine (TCM) remedial massage treatments	HLTTCM503D Provide TCM remedial massage (An Mo Tui Na) treatment	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.	Not equivalent

Assessment Requirements for HLTTCM003 Provide Traditional Chinese Medicine (TCM) remedial massage treatments

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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)
 - separate (bo fa)
 - twist (cuo fa)
 - vibrate (zhen fa)
 - shake (dou fa)
 - percussion (kou fa)
 - circumduct (yao fa)
 - stretch (bashan 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)
 - separate (bo fa)
 - twist (cuo fa)
 - vibrate (zhen fa)
 - shake (dou fa)
 - percussion (kou fa)

- circumduct (yao fa)
 - stretch (bashan 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:
 - 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTTCM004 Adapt Traditional Chinese Medicine (TCM) remedial massage practice to meet specific needs

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTTTCM004 Adapt Traditional Chinese Medicine (TCM) remedial massage practice to meet specific needs	HLTTTCM504C Provide traumatology treatment within a TCM remedial massage (An Mo Tui Na) framework	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged HLTTTCM504C/HLTTTCM505C. 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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTTTCM004 Adapt Traditional Chinese Medicine (TCM) remedial massage practice to meet specific needs	HLTTTCM505C Provide TCM Remedial Massage (An Mo Tui Na) treatment for women and children	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged HLTTTCM504C/HLTTTCM505C. 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.	Not equivalent

Assessment Requirements for HLTTCM004 Adapt Traditional Chinese Medicine (TCM) remedial massage practice to meet specific needs

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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:

- 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
 - 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

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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTTCM005 Monitor and evaluate Traditional Chinese Medicine (TCM) remedial massage treatments

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTTCM005 Monitor and evaluate Traditional Chinese Medicine (TCM) remedial massage treatments		This unit has been created to address a skill or task required by industry that is not covered by an existing unit of competency	Newly created

Assessment Requirements for HLTTTCM005 Monitor and evaluate Traditional Chinese Medicine (TCM) remedial massage treatments

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTTHE001 Handle and care for operating theatre equipment

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTTHE001 Handle and care for operating theatre equipment	HLTTH302D Provide equipment support in an acute care environment	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.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTTHE001 Handle and care for	HLTTH404D Provide routine care	This version was released in HLT Health Training	Not equivalent

operating theatre equipment	and handling of equipment within the operating suite	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.	

Assessment Requirements for HLTTHE001 Handle and care for operating theatre equipment

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTTHE002 Assist with preparation of clients for operative procedures

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTTHE002 Assist with preparation of clients for operative procedures	HLTTH405D Assist with preparation of clients for operative procedures	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.	Not equivalent

Assessment Requirements for HLTTHE002 Assist with preparation of clients for operative procedures

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTTHE003 Provide intra-operative equipment and technical support

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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

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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTTHE003 Provide intra-operative equipment and technical support	HLTTH406D Provide intra-operative equipment and technical support	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	Not equivalent

		volume and frequency requirements.	

Assessment Requirements for HLTTHE003 Provide intra-operative equipment and technical support

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTWHS001 Participate in workplace health and safety

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTWHS001 Participate in workplace health and safety	HLTWHS300A Contribute to WHS processes	This version was released in HLT Health Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.	Not equivalent

Assessment Requirements for HLTWHS001 Participate in workplace health and safety

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures:

- contributed to a WHS meeting or inspection in workplace
- conducted a workplace risk assessment and recorded the results
- consistently applied workplace safety procedures in the day-to-day work activities required by the job role
- followed workplace procedures for reporting hazards
- followed workplace procedures for a simulated emergency situation.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- state/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:
 - state/territory WHS authorities
 - rights and responsibilities of employers and workers, including duty of care
 - hazardous manual tasks
 - infection control
- safety signs and their meanings, including signs for:
 - dangerous goods classifications
 - emergency equipment
 - personal protective equipment (PPE)
 - specific hazards such as sharps, radiation
- hazard identification, including:

- definition of a hazard
- common workplace hazards relevant to the industry setting
- workplace procedures for hazard identification
- workplace emergency procedures
- workplace policies and procedures for WHS

Assessment Conditions

Skills must be demonstrated:

- in the workplace

OR

- in an environment that provides realistic in-depth industry validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment must ensure use of:

- current workplace policies and procedures for WHS
- PPE relevant to the workplace and job role of the worker

In addition, assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTWHS002 Follow safe work practices for direct client care

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTWHS002 Follow safe work practices for direct client care	CHCWHS312A Follow WHS safety procedures for direct care work	This version was released in HLT Health Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.	Not equivalent

Assessment Requirements for HLTWHS002 Follow safe work practices for direct client care

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures:

- contributed to a workplace WHS meeting or inspection
- conducted a workplace risk assessment and recorded the results
- consistently applied workplace safety procedures in the day-to-day work activities required by the job role, including:
 - infection control
 - hazardous manual tasks
 - use of personal protective equipment
 - reporting incidents
- followed workplace procedures for at least one simulated emergency situation.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- state/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:
 - state/territory WHS authorities
 - rights and responsibilities of employers and workers, including duty of care
 - hazardous manual tasks
 - infection control
- safety symbols and their meanings, including signs for:
 - poisons
 - emergency equipment
 - personal protective equipment (PPE)

- specific hazards such as sharps, radiation
- hazard identification, including:
 - definition of a hazard
 - common workplace hazards relevant to the industry setting including hazardous manual tasks, infection control risks and personal safety risks
 - workplace procedures for hazard identification
 - strategies minimising risk
- safety considerations when working in a home-based environment, including:
 - rights and responsibilities of workers and clients
 - basic home fire safety including high-risk groups, behaviour that contributes to fire injury and fatalities, and smoke alarm placement, installation and maintenance.
 - risks to personal safety
 - common sources of infection and means to minimise transfer of infectious diseases
 - fundamentals of the musculoskeletal system and practices to minimise injury to self and clients
- workplace emergency procedures
- workplace policies and procedures for WHS

Assessment Conditions

Skills must be demonstrated:

- in the workplace

OR

- in an environment that provides realistic in-depth industry validated scenarios and simulations to assess candidates' skills and knowledge.

In addition, assessment must ensure use of:

- current workplace policies and procedures for WHS
- PPE relevant to the workplace and job role of the worker

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTWHS003 Maintain work health and safety

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. 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

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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTWHS003 Maintain work health and safety	HLTWHS456A Identify, assess and control WHS risk in own work	This version was released in HLT Health Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.	Not equivalent

Assessment Requirements for HLTWHS003 Maintain work health and safety

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures:

- conducted a workplace risk assessment and recorded the results, including:
 - identification of hazards and potential hazards
 - risk assessment
 - strategies for minimising risk, and
 - analysis of residual risk
- provided WHS information to at least two workers, including:
 - explanation of WHS policies and procedures
 - demonstration of safe housekeeping practices
 - correct use of personal protective equipment (PPE)
- consistently monitored safety procedures in the day-to-day work activities required by the job role
- completed a workplace incident report
- followed workplace procedures for a simulated emergency situation

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:
 - state/territory WHS authorities
 - rights and responsibilities of persons conducting a business or undertaking (PCBUs), officers and workers, including duty of care

- legislative requirements for record-keeping and reporting
 - regulatory requirements relevant to the particular industry/type of work site
 - hazardous manual tasks
 - infection control
- Hazards common to the work environment and how they cause harm
- Principles of hazards and risk assessment, including:
 - hazard identification procedures
 - risk assessment process
 - residual risk
 - risk controls
 - hierarchy of control
- Workplace emergency procedures
- Workplace policies and procedures for WHS.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- current workplace policies and procedures for WHS.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTWHS004 Manage work health and safety

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
1. Establish work health and safety practices	1.1 Access and interpret legislation, regulations, code of conduct and workplace policies and procedures for WHS 1.2 Develop procedures for ongoing hazard identification, and assessment and control of associated risks

	1.3 Ensure risk controls and hazard-specific procedures are consistent with the hierarchy of control and are monitored to support compliance with legislative and regulatory requirements 1.4 Identify requirements for expert WHS advice, and request this advice as required
2. Facilitate consultation, cooperation and communication	2.1 Develop and provide consultative WHS activities to provide advice in relation to work health and safety issues 2.2 Monitor processes for ensuring that workers have an opportunity to contribute feedback on health and safety issues 2.3 Document outcomes of consultation and communicate to workers 2.4 Develop and implement processes to ensure that responsibilities and duties are documented and accountability processes are in place 2.5 Implement and monitor training programs to ensure identified WHS training requirements are addressed, including induction process
3. Monitor compliance with risk control processes	3.1 Develop WHS record-keeping policies and procedures and provide information to workers 3.2 Monitor hazard, incident and injury reporting processes to meet legislative requirements and to inform future prevention strategies 3.3 Evaluate WHS record-keeping policies and procedures for compliance with legislative requirements
4. Evaluate and maintain WHS	4.1 Determine WHS priorities in consultation with work group 4.2 Develop a WHS action plan taking account of priorities and training needs 4.3 Identify potential barriers to improvement 4.4 Establish processes to monitor achievement 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

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTWHS004 Manage work health and safety	HLTWHS501A Manage workplace WHS processes	This version was released in HLT Health Training Package release 1.0 and meets the requirements of the New Standards for Training Packages.	Not equivalent

Assessment Requirements for HLTWHS004 Manage work health and safety

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures:

- conducted a workplace risk assessment and recorded the results, including:
 - identification of hazards and potential hazards
 - risk assessment
 - evaluation of policy/procedure in line with state/territory legislation and industry guidelines
 - development of risk controls and measures
- conducted the following consultative activities with at least two workers:
 - information session about workplace policies and procedures, including demonstration of personal protective equipment (PPE) where required for the job role
 - consultative discussion regarding outcomes of a workplace risk assessment, including risk controls and measures developed as part of the risk assessment process
- monitored workplace compliance with WHS procedures
- developed a WHS action plan, including strategies for monitoring and review
- coordinated workplace procedures for a simulated emergency situation.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- state/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:
 - state/territory WHS authorities
 - rights and responsibilities of persons conducting a business or undertaking (PCBUs), officers and workers, including duty of care

- legislative requirements for record-keeping and reporting
 - due diligence and general duty requirements
 - regulatory requirements relevant to the particular industry/type of work site
 - legislative requirements for consultation
 - hazardous manual tasks
 - infection control
- hazards common to the work environment and strategies for minimisation
- requirements for WHS policies, including:
 - hazard, incident and injury reporting
 - hazard identification, risk assessment and control
 - human resources policies and procedures
 - consultation and participation
 - incident investigation and record-keeping
 - quality system documentation
 - designated person/s for raising issues
 - workplace support services
 - use of personal protective equipment (PPE)
 - emergency procedures
- principles of hazard and risk management, including:
 - risk analysis
 - hazard identification procedures
 - hierarchy of control and its application
 - principles of risk assessment
 - examples of health and safety benchmarks
 - principles of safe design processes

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

In addition, assessment must ensure use of:

- current workplace policies and procedures for WHS

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTWHS005 Conduct manual tasks safely

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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 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

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTWHS005 Conduct manual tasks safely	HLTHSE204D Follow safe manual handling practices	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.	Not equivalent

Assessment Requirements for HLTWHS005 Conduct manual tasks safely

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

HLTWHS006 Manage personal stressors in the work environment

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

N/A

Elements and Performance Criteria

Element	Performance criteria
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element</i>
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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
HLTWHS006 Manage personal stressors in the work environment	HLTAMBPD401C Manage personal stressors in the work environment	This version was released in HLT Health Training Package release 2.0 and meets the requirements of the 2012 Standards for	Not equivalent

		Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.	

Assessment Requirements for HLTWHS006 Manage personal stressors in the work environment

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance 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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>.

PUAECO002 Process emergency incident calls and enquiries

Modification History

N/A

Application

This unit involves the skills and knowledge required to process emergency incident calls and enquiries. It includes receiving incoming incident calls and/or enquiries, providing information to callers in possible danger, locating an incident, requesting assistance and operating equipment.

The unit applies to individuals who process emergency calls for assistance and non-emergency enquiries in an emergency communications centre.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Not applicable.

Competency field(s)

Emergency Communications

Unit sector(s)

N/A

Elements and Performance Criteria

Elements	Performance criteria	
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.	
Receive incoming incident calls/enquiries	1 . 1	Emergency incident calls are answered promptly using standard agency answering protocols

	1 . 2	Information about the caller, incident or 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 considered
	1 . 4	Type of incident call or enquiry is determined accurately and call authenticity is determined, in accordance with organisational protocols
	1 . 5	Details of the incident call or enquiry are obtained and accurately logged, in accordance with organisational policies and procedures
	1 . 6	Appropriate response is established through consultation with relevant personnel, in accordance with organisational procedures
2 Provide information to callers in possible danger	2 . 1	Potential danger to caller is assessed 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 of operational responsibility is identified
	3 . 2	Appropriate directories, maps and databases are used to find incident location
	3 . 3	Calls or enquiries are concluded, in accordance with organisational policies and procedures
4 Action received request	4 . 1	Action emergency incident request or call
	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
	Operate equipment	5 . 1	Appropriate equipment is chosen for the task, context and needs of incident
		5 . 2	Equipment is used and operated safely, in accordance with organisational procedures and instructions
		5 . 3	Faulty equipment is identified and reported, in accordance with organisational policies and procedures and alternative strategies are employed, as required

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 may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
PUAECO002 Process emergency incident calls and enquiries	PUAECO002A Process emergency incident calls and enquiries		Equivalent

Assessment Requirements for PUAECO002 Process emergency incident calls and enquiries

Modification History

N/A

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria on at least one occasion and includes

- answering incident calls or enquiries promptly using standard organisational or agency answering protocols including using techniques to obtain information in as short a time as possible
- communicating orally and in writing
- concluding calls or enquiries and confirming response
- identifying and reporting and/or actioning faults using organisational instructions
- implementing and following organisational policies, procedures and protocols to support response decisions
- locating an incident
- logging incident calls and enquiry details
- providing information to callers in possible danger
- reading and interpreting maps to identify location of incident
- reassuring callers and supplying pre-arrival instructions
- recognising the difference between emergency and non-emergency incident calls and enquiries
- summarising, recording and relaying information accurately to emergency services and/or agencies
- taking appropriate action to process incident calls and enquiries
- using codes, abbreviations or specialist terminology in transmission of information

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements, performance criteria and range of conditions and includes knowledge of

- alternative strategies for when equipment is faulty
- codes, abbreviations or specialist terminology used by the organisation when receiving and responding to incoming incident calls and enquiries
- communications and dispatch equipment used in the management of incidents and non-operational enquiries
- directories and databases
- factors that may impact on a caller's ability to provide information, understand directions and reach safety
- fault identification and reporting and/or actioning requirements
- information including environmental factors, operational readiness, risks associated with incident, topography and weather conditions
- methods of establishing information of caller, incident or enquiry including using active listening skills, clarifying, giving full attention to caller, maintaining contact with caller, prompts, summarising and using open questions
- methods of identifying geographical area of operations and map reading techniques
- organisational documentation, policies, procedures and protocols
- organisational instructions
- organisational, emergency service and/or agency resources

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 processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations that includes emergency and non-emergency situations across a range of different callers, types of emergencies and level of activity. Where this is not appropriate, assessment must occur in industry approved simulated workplace operational situations that reflect workplace conditions.

Resources for assessment must include access to

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, equipment, tools and personal protective clothing and equipment currently used in industry including
 - backup telephony systems

- directories, maps and databases to find incident locations
- applicable documentation including organisational policies and procedures, industry standards, regulations, codes of practice, equipment specifications, operations and systems manuals.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=3eca5672-6d5a-410b-8942-810d0ba05bbf>.

PUAECO003 Operate and control radio networks

Modification History

N/A

Application

This unit of competency involves the skills and knowledge required to operate and control radio networks. It includes using radio networks and identifying faults in radio networks.

The unit applies to individuals who operate and control radio networks within an emergency communications centre, respond to organisational requests, and support operational events.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Not applicable.

Competency field(s)

Emergency Communications

Unit sector(s)

Emergency Communications

Elements and Performance Criteria

Elements		Performance criteria	
Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
Use radio networks	1 . 1	Radio network is accessed, in accordance with organisational procedures	

		1 . 2	Radio equipment is operated, in accordance with organisational instructions
		1 . 3	Channels, frequencies and talk groups are allocated, selected and deselected, in accordance with organisational policies and procedures
		1 . 4	Relevant codes, terminology, call signs and abbreviations are used to receive and transmit information, in accordance with organisational procedures
		1 . 5	Organisational radio communication protocols are followed to transmit and receive messages
		1 . 6	Radio contact is monitored, in accordance with organisational procedures
		1 . 7	Networks are controlled and coordinated to ensure equitable access and prioritisation of operations
		1 . 8	Networks are operated, in accordance with organisational operational requirements and legislation
		1 . 9	Equipment is used safely, in accordance with organisational policies, procedures and instructions
1	Identify faults in the radio network	2 . 1	Technical faults in the radio network are identified and appropriate action is taken, in accordance with organisational procedures
		2 . 2	Backup arrangements or alternative systems are utilised when primary system fails or as required

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 may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
PUAECO003 Operate and control radio networks	PUAECO003A Operate and control radio networks		Equivalent

Assessment Requirements for PUAECO003 Operate and control radio networks

Modification History

N/A

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria on at least one occasion and includes

- applying organisational policies and procedures including Work, Health and Safety (WHS)/Occupational Health and Safety (OHS) requirements
- communicating clearly and concisely
- controlling and coordinating radio networks and systems
- ensuring equitable access and prioritisation of operations
- following communication protocols
- identifying technical faults in radio network
- responding to calls from the field including transmitting and receiving messages
- using approved codes, terminology, call signs and abbreviations
- using radio networks and equipment including allocating, selecting and deselecting channels, frequencies and talk groups, receiving and transmitting messages

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria and includes knowledge of

- backup and alternative systems, arrangements and networks
- basic principles of radio operation
- communication protocols and voice procedures
- fault identification and report or action requirements
- legislation and regulations related to the operation of radio networks
- organisational instructions
- organisational policies and procedures including Work, Health and Safety (WHS)/Occupational Health and Safety (OHS) practices and guidelines

- principal components of radio equipment
- radio networks and systems
- radio procedures including call signs, vehicle codes, codes, terminology, pro-words and abbreviations
- suitable channels, frequencies and talk groups

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 processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations that include emergency and non-emergency situations. Where this is not appropriate, assessment must occur in industry approved simulated workplace operational situations that reflect workplace conditions.

Resources for assessment must include access to

- a range of relevant exercises, case studies and/or simulations
 - in emergency and non-emergency situations
- relevant and appropriate materials, equipment, tools and personal protective clothing and equipment currently used in industry including
 - alternative technologies and backup systems
 - primary and backup or alternative radio networks
- applicable documentation including organisational policies and procedures, industry standards, regulations, codes of practice, equipment specifications, operations and systems manuals.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=3eca5672-6d5a-410b-8942-810d0ba05bbf>.

PUAECO004 Operate computer aided dispatch system

Modification History

N/A

Application

This unit of competency involves the skills and knowledge required to operate and identify faults in the organisation's computer aided dispatch system. It includes operating a Computer Aided Dispatch (CAD) system and identifying faults in the CAD.

The unit applies to emergency communications centre personnel who use a variety of computer aided dispatch systems.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Not applicable.

Competency field(s)

Emergency Communications

Unit sector(s)

N/A

Elements and Performance Criteria

Elements	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
Operate computer aided dispatch system	1 Computer Aided Dispatch (CAD) system, log on and shift 1 change protocols are implemented, in accordance with organisational procedures

		1 . 2	CAD and other interfaces and associated equipment are set up, in accordance with organisational instructions and is 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 and/or 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 CAD, in accordance with organisational procedures
		1 . 8	Equipment is used safely, in accordance with organisational procedures and instructions
2	Identify faults in computer aided dispatch system	2 . 1	Technical faults in CAD are identified and appropriate action is taken, in accordance with organisational procedures
		2 . 2	Backup systems are utilised when primary system fails
		2 . 3	Deficiencies or opportunities for improvement are reported, in accordance with organisational policies and procedures

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 may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
PUAECO004 Operate computer aided dispatch system	PUAECO004A Operate computer aided dispatch system		Equivalent

Assessment Requirements for PUAECO004 Operate computer aided dispatch system

Modification History

N/A

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria on at least one occasion and includes

- acting to identify technical faults including referring to appropriate personnel, if required
- assessing and prioritising information
- identifying and reporting technical faults in Computer Aided Dispatch (CAD)
- implementing backup arrangements
- monitoring, maintaining and updating data and/or information
- operating CAD during peak activity
- recording and relaying data and information accurately
- retrieving information
- setting up, operating and adapting to different programs and/or databases

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria and includes knowledge of

- backup arrangements
- codes, terminology and abbreviations
- computer operations and functions
- corrective action procedures
- fault identification and report or action requirements
- organisational documentation, policies and procedures
- organisational instructions
- shift change and break protocols
- specific program and database operations

- techniques to identify computer aided dispatch system technical faults and report requirements

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 processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations that includes emergency and non-emergency situations. Where this is not appropriate, assessment must occur in industry approved simulated workplace operational situations that reflect workplace conditions.

Resources for assessment must include access to

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, equipment, tools and personal protective clothing and equipment currently used in industry including
 - backup systems, Computer Aided Dispatch (CAD) work station and databases
- applicable documentation including organisational policies and procedures, industry standards, regulations, codes of practice, equipment specifications, operations and systems manuals.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=3eca5672-6d5a-410b-8942-810d0ba05bbf>.

SIRXMGT001 Supervise and support frontline team members

Modification History

N/A

Application

This unit describes the performance outcomes, skills and knowledge required to monitor the work activities and performance standards of team members to ensure organisational and team goals are achieved to an expected standard.

It applies to individuals working in frontline roles in a diverse range of industry sectors and business contexts. They operate with independence and under limited supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Management and Leadership

Unit sector(s)

Cross-Sector

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. Communicate with the team.	1.1.Communicate organisational vision and individual responsibilities clearly to team members. 1.2.Inform team members of expected standards of work and behaviours.

	1.3. Provide team members with relevant information regarding sales targets and team goals.
2. Monitor team performance.	2.1. Follow up allocated tasks and check that standards of performance are met. 2.2. Provide feedback to team members on their performance when required standards are not met. 2.3. Recognise team member's efforts when high, or improved, standards of performance are displayed. 2.4. Determine factors contributing to poor performance and implement solutions for improved performance. 2.5. Recognise training needs of team members and notify relevant personnel as required.
3. Promote team morale.	3.1. Determine team motivators and seek opportunities to improve motivation. 3.2. Create a supportive team environment where all members feel valued. 3.3. Encourage team members to share their views and feedback regarding the workplace and value their input. 3.4. Treat all team members equally and with respect.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
SIRXMGT001 Supervise and support frontline team members		This unit has been created to address a skill or task required by industry that is not	Newly created

		covered by an existing unit of competency	

Assessment Requirements for SIRXMGT001 Supervise and support frontline team members

Modification History

N/A

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:

- supervise a work team, across the duration of two different work shifts, to ensure organisational and team goals are achieved
- demonstrate the following skills during supervision of the above work shifts:
 - communicating responsibilities and expected standards of work to team members
 - implementing techniques to motivate team members and improve team morale
 - providing feedback on team members performance
 - monitoring team members for:
 - adherence to policies and procedures
 - customer service standards
 - productivity
 - team interactions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- primary role of team supervisors
- organisational performance standards for frontline tasks
- strategies and techniques for:
 - effective communication with team members
 - improving team and individual morale
 - increasing team and individual productivity
 - creating a team environment in the workplace
 - motivation others
 - providing feedback regarding performance
 - constructive feedback

- recognition of positive performance
- importance of providing team members with an understanding of the commercial impacts of their behaviours and goal attainment.

Assessment Conditions

Skills must be demonstrated in:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant organisational documentation:
 - performance standards for frontline tasks
 - organisational vision
 - key elements and steps of frontline tasks
- team members; these can be:
 - individuals 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.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>.

SISCAQU001 Test pool water quality

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Aquatics

Unit sector(s)

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. 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
SISCAQU001 Test pool water quality	SISCAQU201A Monitor pool water quality	Updated to meet Standards for Training Packages.	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
SISCAQU015 Test pool water quality	SISCAQU001 Test pool water quality	Non-equivalent. Unit reordered and reworded, with additional information about record keeping and contamination response added.	Not equivalent

Assessment Requirements for SISCAQU001 Test pool water quality

Modification History

N/A

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
- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>.

SISCAQU004 Develop and implement pool water maintenance procedures

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Aquatics

Unit sector(s)

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 procedures.	1.1 Evaluate pool water quality maintenance and treatment needs according to regulatory framework. 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
SISCAQU004 Develop and implement pool water maintenance procedures	SISCAQU304A Maintain pool water quality	Updated to meet Standards for Training Packages.	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
SISCAQU004 Develop and implement pool water maintenance procedures	SISCAQU414A Develop pool water maintenance procedures	Updated to meet Standards for Training Packages.	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
SISCAQU016 Manage pool water quality	SISCAQU004 Develop and implement pool water maintenance procedures	Non-equivalent. Title changed. Significant changes to structure and content of unit to better describe functions for monitoring and maintaining pool water quality.	Not equivalent

Assessment Requirements for SISCAQU004 Develop and implement pool water maintenance procedures

Modification History

N/A

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
 - 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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>.

SISCAQU008 Instruct water familiarisation, buoyancy and mobility skills

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

SISCAQU002 Perform basic water rescues

Competency field(s)

Aquatics

Unit sector(s)

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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
SISCAQU008 Instruct water familiarisation, buoyancy and mobility skills	SISCAQU308A Instruct water familiarisation, buoyancy and mobility skills	Updated to meet Standards for Training Packages.	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
SISCAQU024 Teach water familiarisation, buoyancy and mobility skills	SISCAQU008 Instruct water familiarisation, buoyancy and mobility skills	Non-equivalent. Title changed. Prerequisite removed. Content from SISCAQU008 split between SISAQU023 (covers planning lessons) and SISCAQU024 (covers delivering lessons). Significant changes to structure and content of unit to reflect updated scope of each unit. CPR removed from Knowledge Evidence as this is covered by discrete First Aid unit.	Not equivalent

Assessment Requirements for SISCAQU008 Instruct water familiarisation, buoyancy and mobility skills

Modification History

N/A

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
 - 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
 - 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
 - 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>.

SISFFIT003 Instruct fitness programs

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Fitness

Unit sector(s)

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 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 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.

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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
SISFFIT003 Instruct fitness programs	SISFFIT304A Instruct and monitor fitness programs	Not Equivalent. Updated to meet Standards for Training Packages.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
SISFFIT003 Instruct fitness programs	SISFFIT308A Plan and deliver gym programs	Not Equivalent. Updated to meet Standards for Training Packages.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
SISFFIT040 Develop and instruct gym-based exercise programs for individual clients	SISFFIT003 Instruct fitness programs	Non-equivalent. Title changed. Significant changes to structure and content of Elements and Performance Criteria. Performance Evidence amended: hours and client contact sessions removed, replaced with number and type of clients, and number and duration of sessions. Knowledge Evidence updated with significant additions and deletions.	Not equivalent

Assessment Requirements for SISFFIT003 Instruct fitness programs

Modification History

N/A

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
- 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
 - 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:

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>.

SISFFIT013 Instruct exercise to young people aged 13 to 17 years

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Fitness

Unit sector(s)

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 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.
• 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
SISFFIT013 Instruct exercise to young people aged 13 to 17 years	SISFFIT313A Plan and deliver exercise to apparently healthy children and adolescents	Not Equivalent. Updated to meet Standards for Training Packages.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
SISFFIT045 Develop and instruct personalised exercise programs for adolescent clients	SISFFIT013 Instruct exercise to young people aged 13 to 17 years	Non-equivalent. Title changed. Significant changes to structure and content of Elements and Performance Criteria. Performance Evidence significantly amended: number and type of clients, and number and duration of sessions specified. Knowledge Evidence updated with significant additions and deletions.	Not equivalent

Assessment Requirements for SISFFIT013 Instruct exercise to young people aged 13 to 17 years

Modification History

N/A

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:
 - 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
 - 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
 - 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
- have at least 1 year consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Diploma of Fitness.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>.

SISFFIT014 Instruct exercise to older clients

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Fitness

Unit sector(s)

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 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 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.
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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
SISFFIT014 Instruct exercise to older clients	SISFFIT314A Plan and deliver exercise to older clients with managed conditions	Not Equivalent. Updated to meet Standards for Training Packages.	Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
SISFFIT044 Develop and instruct personalised exercise programs for older clients	SISFFIT014 Instruct exercise to older clients	Non-equivalent. Title changed. Significant changes to structure and content of Elements and Performance Criteria. Performance Evidence amended: hours and client contact sessions removed, replaced with number and type	Not equivalent

		of clients, and number and duration of sessions. Knowledge Evidence updated with significant additions and deletions.	

Assessment Requirements for SISFFIT014 Instruct exercise to older clients

Modification History

N/A

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
 - 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)
 - 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 dietitian
 - 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
- 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:

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>.

SISFFIT019 Incorporate exercise science principles into fitness programming

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Fitness

Unit sector(s)

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. 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 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
SISFFIT019 Incorporate exercise science principles into fitness programming	SISFFIT419A Apply exercise science principles to planning exercise	Updated to meet Standards for Training Packages.	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
SISFFIT049 Use exercise science principles in fitness instruction	SISFFIT019 Incorporate exercise science principles into fitness programming	Non-equivalent. Title changed. Significant changes to structure and content of Elements and Performance Criteria. Performance Evidence significantly amended with hours and client contact sessions removed, replaced with integration of exercise science principles into program planning for	Not equivalent

		specified number of clients. Knowledge Evidence updated with significant additions and deletions..	

Assessment Requirements for SISFFIT019 Incorporate exercise science principles into fitness programming

Modification History

N/A

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
 - 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
- role of a motor unit
- function of muscle proprioceptors and the stretch reflex
- 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 heart 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:

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>.

SISFFIT031 Implement injury prevention strategies

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Nil

Competency field(s)

Fitness

Unit sector(s)

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. 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.
• 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.

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
SISFFIT031 Implement injury prevention strategies	SISFFIT525A Advise on injury prevention and management	Not equivalent.	Not equivalent

Assessment Requirements for SISFFIT031 Implement injury prevention strategies

Modification History

N/A

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
 - 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
- 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
- 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
 - 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 (talocrural):
 - 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
 - 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
 - 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

- 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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>.

TAEDEL402 Plan, organise and facilitate learning in the workplace

Modification History

N/A

Application

This unit describes skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace, using real work activities as the basis for learning.

It applies to a person working as an entry-level trainer, teacher or facilitator or an employee, team leader or workplace supervisor responsible for guiding learning through work.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

No prerequisite units.

Competency field(s)

N/A

Unit sector(s)

Delivery and facilitation

Elements and Performance Criteria

Element	Performance criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Establish effective work environment for learning	1.1 Establish, and agree upon, the 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 any workplace health and safety (WHS) 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 the 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 the context for learning and the individual's learning style 3.2 Select an appropriate technique or process to facilitate learning, and explain the basis of the technique to the learner 3.3 Develop, document and discuss an individualised learning plan with the learner 3.4 Access, read and interpret documentation outlining the WHS responsibilities of the various parties in the 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 the work-based learning pathway	4.1 Explain the objectives of work-based learning, and the processes involved, to the learner 4.2 Sequence the introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway 4.3 Encourage learner to take responsibility for learning and to self-reflect 4.4 Develop techniques that facilitate the 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, in order to maintain momentum 5.4 Practise ethical behaviour at all times 5.5 Monitor the 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 the learner on the outcomes achieved, and the value of the relationship 6.3 Evaluate effectiveness of the work-based pathway against the objectives, processes and techniques used 6.4 Recommend improvements to work-based practice in light of the review 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	1.2, 1.3, 2.1, 3.1, 3.4, 3.5, 6.3	Accesses and interprets compliance information, contractual information, WHS information, and documents relevant to learning in the workplace, in the context of consultation and continuous improvement, to apply relevance to requirements
Writing	1.1, 2.3, 3.3, 4.1, 6.3	Develops and maintains documentation relevant to workplace learning, including learning plans and evaluations, in accordance with organisational and workplace requirements
Oral Communication	2.2, 3.3, 4.2, 5.5, 6.1	- Uses oral communication techniques to identify needs, build rapport, agree on learning plans, facilitate effective learning and monitor practice - Selects appropriate vocabulary adjusting language, tone and pace to maintain effective interactions, and to build and maintain engagement with individuals or groups
Navigate the world of work	1.3, 2.1, 5.4	Follows organisational protocols, policies and procedures in the management of records

		Recognises and responds to contractual and ethical requirements associated with own role
Interact with others	1.1, 2.3, 3.5, 4.3, 6.2	- Asks questions to clarify understanding, and seeks feedback and further information - Cooperates and collaborates with others as part of routine activities to achieve team results, and to confirm outcomes meet requirements
Get the work done	1.1-1.3, 2.1-2.3, 3.1-3.5, 4.1-4.4, 5.1-5.3, 5.5, 6.1-6.3	- Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes - Uses systematic, analytical processes in complex, routine and non-routine situations, gathering information, and identifying and evaluating options based on organisational needs - Identifies and responds to problems and opportunities for improvement, considering options for different approaches - Uses information and communications technology (ICT) based tools to design work processes and to complete work tasks

Range of conditions

No conditions apply to this unit of competency at the time of publication.

Unit Mapping Information

Current Code and Title	Previous Code and Title	Comments	Equivalence
TAEDEL402 Plan, organise and facilitate learning in the workplace	TAEDEL402A Plan, organise and facilitate learning in the workplace	Updated to meet Standards for Training Packages.	Equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence

TAEDEL412 Facilitate workplace-based learning	TAEDEL402 Plan, organise and facilitate learning in the workplace	Supersedes and is equivalent to TAEDEL402 Plan, organise and facilitate learning in the workplace.	Equivalent

Assessment Requirements for TAEDEL402 Plan, organise and facilitate learning in the workplace

Modification History

N/A

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- preparing and facilitating work-based learning
- providing 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
- conducting a learning facilitation relationship:
 - with at least two individuals
 - demonstrating communication skills and flexibility
 - demonstrating one or more of the processes, or techniques, identified.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- systems, processes and practices within the organisation where work-based learning is taking place
- systems for identifying skill needs within the workplace
- different learning styles, and how to encourage learning for those who learn in different ways
- workplace health and safety (WHS) 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 WHS information.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to any documentation relating to workplace procedures required by the candidate.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>.

TLID2010 Operate a forklift

Modification History

N/A

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.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Not applicable.

Competency field(s)

D - Load Handling

Unit sector(s)

N/A

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	Condition of forklift is checked for compliance with WHS/OHS and workplace requirements for warning devices, manufacturer specifications and nature of load shifting task
	2	Attachments are checked to ensure appropriate adjustment and operation
	3	Mirrors and seats are adjusted for safe operation by driver
	4	Logbooks are checked and appropriate workplace documentation is completed in accordance with workplace requirements
2 Drive forklift	1	Forklift is started, steered, manoeuvred, positioned and stopped in accordance with regulations and manufacturer instructions
	2	Engine power is managed to ensure efficiency and performance and to minimise engine and gear damage
	3	Operational hazards are identified and/or anticipated and avoided or controlled through defensive driving and appropriate hazard control techniques
	4	Forklift is driven in reverse, maintaining visibility and achieving accurate positioning
	5	Forklift is parked, shut down and secured in accordance with manufacturer specifications, regulations and workplace procedures
3 Operate forklift to handle loads	1	Lifting task to be undertaken is appropriately planned, and correct lifting truck and attachments are selected
	2	Load is lifted, carried, lowered and set down in accordance with WHS/OHS legislation, manufacturer specifications and company procedures
4 Monitor site conditions	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
	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

Current Code and Title	Previous Code and Title	Comments	Equivalence
TLID0016 Operate a forklift	TLID2010 Operate a forklift		Not equivalent
Current Code and Title	Previous Code and Title	Comments	Equivalence
TLID2010 Operate a forklift	TLID2010A Operate a forklift	Updated to align with the Standards for Training Packages.	Equivalent

Assessment Requirements for TLID2010 Operate a forklift

Modification History

N/A

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.

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.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851>.

TLIP5037 Develop workplace policy and procedures

Modification History

N/A

Application

This unit involves the skills and knowledge required to develop and implement a workplace policy, and includes modifying the policy to suit changed circumstances.

It includes developing, communicating and implementing workplace policy as well as reviewing policy as required.

Work must be undertaken in accordance with relevant national, state/territory legislation, regulations and codes of practice.

This unit applies to people with managerial responsibilities who undertake work developing workplace strategies, including the development and implementation of policy and supporting procedures.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite unit(s)

Not applicable.

Competency field(s)

P - Administration & Finance

Unit sector(s)

N/A

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 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 to 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
		4 . 4	Policy and or procedures are modified as required to ensure agreed improvements are made

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

Current Code and Title	Previous Code and Title	Comments	Equivalence
TLIP5037 Develop workplace policy and procedures	TLIP5037A Develop workplace policy and procedures	Updated to align with the Standards for Training Packages.	Equivalent

Assessment Requirements for TLIP5037 Develop workplace policy and procedures

Modification History

N/A

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:

- adjusting communication to suit different audiences
- communicating with stakeholders to discuss possible approaches to policy development and implementation, and contributing to resolving disputes among stakeholders
- consulting on and validating policy
- implementing strategy, as part of the policy, that has been devised, implemented and reviewed
- managing different points of view and dissenting stakeholders effectively
- planning, developing and implementing organisational policy that complies with legislative requirements
- preparing written reports using precise expression, language and structures suited to intended audience
- reading and evaluating complex and formal documents such as policy and legislation
- researching, analysing and presenting information
- responding effectively to diversity
- reviewing and improving policies by identifying improvements and benchmarking against industry best practice, and attempting new approaches over time
- working as a member of a team.

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:

- 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.

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.

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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
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

Link

Companion volumes, including implementation guides, are found on the national training register - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851>.

HLT Health

Credit Arrangements

At the time of endorsement of this Training Package, no national credit arrangements exist.