



Community Services Training Package (CHC99)

Disability Work National Competency Standards



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Preface

This document contains specific national competency standards and qualifications relating to Disability Work. The standards and qualifications form part of the Community Services Training Package. The Community Services Training Package has been developed by Community Services and Health Training Australia and funded by the Australian National Training Authority.

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

- Assessment Guidelines
- Qualifications Framework
- Community Services Common Competency Standards
- attachment to Aged Care and Disability: selected Ancillary/Support Work competency standards

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

- Aged Care Work
- Alcohol and Other Drugs Work
- Child Protection/Juvenile Justice/Statutory Supervision
- Children's Services
- Community Work
- Community Housing Work
- Disability Work
- Mental Health Work (non clinical)
- Youth Work

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Introduction

Background

The need to meet the vocational education and training needs of employees in the disability sector has been identified and welcomed as a national priority by Community Services and Health Training Australia and the Australian National Training Authority. Enhanced education and training is seen as critical to sustaining ongoing improvements in services to clients.

Industry needs for training development and delivery are articulated through Training Packages which include national competency standards, assessment guidelines and national qualifications.

National competency standards

- skills, knowledge and attributes applied to complete a job role are called *competencies*
- the level at which the competency is performed is called the *standard*
- together these make up *competency standards*
- competency standards are relevant to actual workplaces around Australia; and
- are understandable and useable by the range of intended audiences

National competency standards are not

- *curriculum documents*
Competency Standards define the outcomes that may be achieved through training, but do not define the nature of the training, which may be formal or informal, on the job or by simulation and provided publicly or privately.
- *assessment strategies*
The performance criteria of standards are a guide to assessors, but they do not infer assessment strategies or techniques. The range of variables and evidence guide of each unit provide additional information to enable contextualising of the assessment of units whilst maintaining consistency in outcomes.
- *lists of tasks*
Competency standards encompass a much broader notion of work required than merely the ability to perform tasks. Competency includes the capacity to manage a number and variety of tasks, to manage contingencies and to perform effectively in a whole work role/work environment.
- *a definition of the “ideal” worker*
Rather than expressing a wish list of desirable skills, competencies reflect actual work requirements, albeit in a changing work environment.
- *expression of competencies held by some workers or particular workplaces*
National standards are based on work required at a particular level now and in the future, across the industry in different states/territories, regional areas and sizes of organisations.
- *service or program/organisation standards*
Service, program or organisation standards can be linked to competency standards because in defining requirements of workers they indicate ways of measuring individual effectiveness.

Workers covered by these National Competency Standards

These national Competency Standards cover all levels of staff from base level direct support staff to managers working in the full range of disability services:

- residential facilities and related support services whether in institutions, in community-based settings or in people with disabilities' own homes
- services related to employment, from services which place, train and support people with disabilities in open employment, to services which operate as the employer (including supported employment services and sheltered workshops)
- recreation services
- adult day training services
- advocacy services
- respite services
- peer support programs

Other projects cover those workers who primarily provide ancillary/support or indirect services such as administration/clerical, management support, training and policy development.

The vocational sector includes those workers who may obtain qualifications such as certificates 1 to 4, diplomas and advanced diplomas. Training may be obtained in the workplace, at TAFE colleges or from private training providers. Qualifications can only be awarded by Registered Training Organisations.

How were these Competency Standards developed?

These standards have been developed through extensive industry consultation. Sources of information included:

- existing competency standards
- consultations with clients
- consultations with workers
- workshops and advice provided by members of the project management committee and
- common units of competency for the Community Services Training Package.

Who managed the development of the standards?

The project to develop the standards was initially managed by a committee comprising representatives from the disability sector. The Board of Community Services and Health Training Australia now manages the standards.

How are National Competency Standards structured?

To enable easy reading of the enclosed competency standards it is necessary to explain how they are set out, and how to understand them.

Competency standards have 5 parts:

1. *The unit of competency or skill*
2. *The elements or tasks that make up the competency*
3. *The performance criteria or outcome of what a worker actually does*
4. *The range of variables to help better understand the competency*
5. *The evidence guide to assess the competency or skill*

UNIT TITLE

A key work outcome or *competency* is called a **Unit**.

Every unit describes the outcomes from the application of a complete set of skills and tasks that are needed to do part of a job. A fully competent person will be able to demonstrate all of the skills contained in a unit.

UNIT DESCRIPTOR

This adds additional descriptive information to assist in achieving a common understanding from users of the standards, of what the unit of competency is about.

ELEMENTS

Elements are lists of contributory *outcomes* that make up the unit. All the elements together fully describe the unit.

PERFORMANCE CRITERIA

Performance Criteria specify the work activities and level of performance required of the worker. They are attached to elements of a unit but relate to the unit as a whole, and to the combinations of units in a package, at a particular level. They detail *how we can see the job is being performed correctly* and what the worker will *actually do* to achieve the outcome that the elements describe.

RANGE OF VARIABLES

Range Of Variables specify *a range of situations* in which work may be performed.

EVIDENCE GUIDE

Evidence Guide is a guide for assessors and developers of training. It provides additional information, such as *underpinning knowledge and skills* that a worker must have to achieve/demonstrate competency. It also provides assessors with a guide as to where and how the competency may be best assessed (eg on the job or by simulation) and prerequisite units or combinations of units for assessment/training purposes.

Packaging to a Qualification

Packaging units of competency to a qualification

Packaging links individual units of competency into groups. These groupings relate to levels of work, which are meaningful across the disability sector. Packaging provides a means of indicating to trainees, employers, trainers and assessors the combination of competencies required for the workplace.

A qualification is gained when a student/worker can demonstrate competence in all units that have been packaged together. In the Community Services Training Package, packaging incorporates:

- specialisation units of competency which apply to a specific sector within the industry at a range of AQF levels;
- common units of competency which apply across all sectors of the industry at a range of AQF levels; and
- optional units of competency.

Disability specialisation units of competency

These incorporate those skills that are special, different or specific to working with disability issues.

Community services common units of competency

The common competencies are those units of competency that may occur in all community services. They are common competencies rather than core or fundamental competencies. Thus being common does not mean that they necessarily underpin or are prerequisites to other units of competency.

Some common competencies apply to all sectors in community services and these are identified as compulsory. Other common competencies apply across some but not all sectors of the industry and these may be identified as compulsory or elective by the industry sector. Common competencies enhance the portability of skills across the community services and health industries.

The community services common units have been grouped and each of the units has been linked to AQF levels as a guide to packaging. Groups of units of competency make up a package that is aligned to a qualification. The level of qualification is determined by the industry sector in relation to a total package of units of competency, the package comprising common units, specialisation units and optional units.

Each of the 13 common areas has a code:

Advocacy	AD
Administration	ADMIN
Assessor and workplace training	BSZ
Community development	CD
Case management	CM
Casework intervention	CWI
Communication	COM
Client service	CS
Information management	INF
Networking	NET
Organisational management	ORG
Policy and research	P&R
Working with groups	GROUP

The community services common competencies are not included in this document. They are included in the document titled *Community Services Common National Competency Standards*.

Optional units of competency

To ensure that the flexibility required by individual organisations can be accommodated in the packaging of standards, additional units can be included as optional.

Optional units will generally include the following however specific requirements are indicated in each qualification:

- elective units
- compulsory units
- units from endorsed standards from other industries
- enterprise specific units

Both the common and the specialisation units of competency are divided into compulsory (required by all workers) and elective (required according to work functions) units. Thus units of competency may be:

- specialisation or common and
- compulsory or elective

Customisation and Flexibility

The community services competency standards identify the knowledge and skills that are needed to deliver high quality services to meet community and individual/client needs. The standards have been drafted so they are relevant to different organisations and are flexible enough to address the needs of workplaces of varying size and function.

It is intended that the qualifications will be packaged to reflect specific structures, standards and modes of service delivery within individual organisations/enterprises. Further application for specific purposes can be achieved through customisation of units of competency.

The following advice sets the boundaries of change accepted within the qualifications framework and where extensions or additions may be made through customising units of competency.

Existing flexibility in the Training Package is delivered via:

- contextualisation of units
- application of the packaging rules
- incorporation of enterprise unit/s

Customisation may be via:

- additions to the units

Any customisation or contextualisation of units of competency must ensure the integrity of:

- industry skill requirements
- industry portability requirements
- the national competency standards system and the Australian Qualification Framework qualifications

Contextualisation of units

The units of competency can be contextualised for specific uses as long as the original intent and integrity of the unit of competency is not compromised.

An organisation can contextualise individual units for its own purposes by using workplace relevant information. This may be achieved by changing terminology in the performance criteria, range of variables and the evidence guides (eg. to refer to particular legislation or work practices under which it conducts its business). These changes do not require endorsement as long as assessment against the unit meets the outcomes identified in it.

Applying the packaging rules

The Community Services competency standards are drafted to have application across a full range of organisations, regardless of location, type or size. Existing flexibility allows particular organisations, enterprises and individuals to select competencies to suit their specific needs through application of the packaging rules. This includes:

- choosing electives from both the specialisation and common units of competency
- choosing optional units from the Community Services Training Package or other endorsed National Training Packages. When selecting optional units from other Training Packages any additional assessment requirements should be incorporated
- adding an enterprise unit according to the packaging rules for optional units

If training requirements are not met by existing qualification packaging then standards users may:

- record statements of attainment for individual competencies or groups of competencies
- consult State Training Authorities regarding qualifications outside the coverage of National Training Packages
- develop new national competency standards and qualifications (see below for further information regarding customisation for enterprises and the development of new standards and qualifications)

Customisation of units

Expansion of units may include the addition of elements, performance criteria, range of variables items or evidence guide statements. Standards users should consider, when making substantial additions or expansion to units, whether utilisation of other units or the development of new units may be more appropriate.

Standards users should note that the addition of units and elements may increase resource requirements for assessment and training. One example where this may be an issue is the Federal Government's New Apprenticeships system where qualifications will be funded according to minimum requirements

Customisation and flexibility for enterprises

Where enterprises have developed their own set of standards, there are a number of options for incorporating these into national qualifications:

- mapping the enterprise standards to the relevant qualification package. Where the enterprise standards match it may be that the organisation chooses to continue to use them for training (and other enterprise requirements such as human resources functions) but to gain a national qualification, assessment must be against the national standards
- adding enterprise specific content to the package according to the unit contextualisation options listed above
- application of the qualification packaging rules or adding units to the minimum number of units required for a qualification as shown above
- seeking endorsement as national enterprise specific standards (see below for information on the development of new standards)

New National Competency Standards and Qualifications

Development of new standards or qualifications may be initiated according to various industry priorities or influences including:

- enterprise specific requirements
- emerging or changing work practices
- work roles or functions not yet covered by the Training Package
- competencies covering a sector or area of work

Standards developers must adhere to guidelines for the development of national competency standards. National competency standards development must meet the following requirements:

- adherence to National Training Framework Committee quality criteria as well as up to date ANTA guidelines for Training Package developers
- compliance with the Community Services Training Package qualifications framework and assessment guidelines
- evidence of national support for standards development and/or evidence of national validation for standards that are already developed
- standards must be referred to Community Services and Health Training Australia for submission to the National Training Framework Committee

Assessment against the Standards

Assessment is a process which shows that an individual is competent (i.e. has the skills, knowledge and attitudes) to work at a particular level in the industry.

The Assessment Guidelines are available from Community Services and Health Training Australia on 02 9263 3589 or on our home page (www.home.aone.net.au/cshta).

Relationship between assessment and a national qualification

Under the Community Services Training Package, individuals will be assessed directly against the national competency standards in a manner consistent with the assessment guidelines to gain a national qualification.

Issuing qualifications under the Community Services Training Package

Registered Training Organisations (RTOs) are the only organisations that can issue qualifications. They are registered by a State or Territory government to provide a range of services (including assessment and training) under the national training system.

Registered training organisations must:

- satisfy the requirements of the assessment guidelines for the Community Services Training Package
- use assessors with the qualifications outlined in the Community Services Assessment Guidelines
- follow the standards and qualifications framework for the Community Services Training Package
- be registered by a State or Territory government

Assessment in the Community Services Industry

Work in the Community Services industry centres around skills in interacting with people, many of whom may be experiencing hardship, stress or long term disadvantage. A high level of competence in communication, collaboration and negotiation is usually required compared with other industries. The community services industry is also multicultural and has a high proportion of participants experiencing cultural disadvantage. It is a significant employer (paid and unpaid) of people from non-English speaking and Aboriginal and Torres Strait Islander backgrounds.

Assessment of competency cannot only rely on a measurement approach alone.

Assessment evidence often needs to consider how the person brings together knowledge, an understanding of the work context, a decision about what to do, attitudes, values and ethics, as well as what the person actually does to perform the role.

Principles for assessment in Community Services

Assessment under Community Services Training Package should be:

- valid
- authentic
- reliable
- consistent
- current
- sufficient
- flexible
- fair

Assessor qualifications

Registered training organisations must use assessors who possess the qualifications outlined in the assessment guidelines to conduct assessments under the Community Services Training Package.

Choosing an appropriate training program for assessors in community services

The assessment guidelines give some information to consider when selecting assessor training programs.

Conducting assessments

An assessment strategy for an individual or groups of individuals must be designed and implemented to address a range of issues. The requirements for conducting assessments are outlined in the assessment guidelines.

The qualities to look for in a registered training organisation

The assessment guidelines give some points to consider when selecting a registered training organisation.

Australian Qualifications Framework (AQF) descriptors

To determine the relevant AQF qualification, groupings or packages of units representing work functions in the community services industry are related to the descriptors of the levels of the AQF which indicate breadth and complexity of work.

The development of the national Competency Standards Framework for Community Services has paid due attention to all the variables that impact on AQF alignment:

- the *package* of units is aligned (not individual units). This enables flexibility in packaging and customising
- packaging will reflect realistic outcomes required of individual work roles and focus on what makes work roles substantially different in outcomes (assuming it could be an interplay of all, or any of the variables identified in the AQF descriptors)
- differentiation of qualification levels in community services, in certain circumstances, is reliant on agreement of the industry parties. Where this is possible, it is specified in the relevant qualification
- a greater number of units with similar content (as far as complexity, breadth of knowledge and skills, and degree of judgment and autonomy) will not necessarily lead to higher qualification. Rather the package will need to reflect higher level competencies in the content and outcomes of the units in accordance with the AQF descriptors
- there can be a number of work levels covered within a single AQF descriptor, reflecting enterprise differences and negotiations

Certificate II

- competency involves application of knowledge and skills to a range of tasks and roles
- defined range of contexts where the choice of actions required is usually clear, with limited scope in the choice
- competencies normally used within established routines, methods and procedures, in some cases involving discretion and judgement about possible actions
- competencies likely to be applied under routine guidance with intermittent checking, but may take the form of general guidance and considerable autonomy if working in teams
- responsibility for some roles may be involved if working in a team

Certificate III

- competency involves the application of knowledge with depth in some areas and a broad range of skills
- a range of tasks and roles in a variety of contexts, with some complexity in the extent and choice of actions required
- competencies normally used within routines, methods and procedures where some discretion and judgement is required in selection of equipment, work organisation, services, actions and achieving outcomes within time constraints
- competencies likely to be applied under limited guidance with checking related to overall progress, but may take the form of broad guidance and autonomy if working in teams
- responsibility for the work of others and/or team coordination may be involved

Certificate

- competency involves the application of knowledge with depth in some areas and a broad range of skills
- a wide range of tasks and roles in a variety of contexts, with complexity in the range and choices of actions required
- competencies are normally used within routines, methods and procedures where discretion and judgement is required, both for self and others, in planning and selection of equipment, work organisation, services, actions, and achieving outcomes within time constraints
- competencies are likely to be applied with only general guidance on progress and outcomes sought
- the work of others may be supervised, or teams guided or facilitated
- responsibility for and limited organisation of the work of others may be involved

Diploma

- competency involves the self-directed application of knowledge with substantial depth in some areas, and a range of technical and other skills to tasks, roles and functions in both varied and highly specific contexts
- competencies are normally used independently and both routinely and non-routinely
- judgement is required in planning and selecting appropriate equipment, services, techniques and work organisation for self and others
- competencies are likely to be applied under broad guidance
- the work of others may be supervised or teams guided
- responsibility for the planning and management of the work of others may be involved

Advanced Diploma

- competency involves the self-directed development of knowledge with substantial depth across a number of areas and/or mastery of a specialised area with a range of skills
- application is to major functions in either varied or highly specific contexts
- competencies are normally used independently and are substantially non-routine
- significant judgement is required in planning, design, technical or supervisory functions related to products, services, operations or processes
- competencies are likely to be applied under limited guidance in line with a broad plan, budget or strategy
- responsibility and defined accountability for the management and output of the work of others and for a defined function of functions may be involved

Australian National Training Authority Qualification Codes

All national qualifications have been assigned a code for inclusion on ANTA's National Training Information Service. The following codes apply to qualifications for the Disability Work:

CHC20599	Certificate II in Community Services (Disability Work)
CHC30799	Certificate III in Community Services (Disability Work)
CHC40799	Certificate IV in Community Services (Disability Work)
CHC50799	Diploma of Community Services (Disability Work)
CHC60799	Advanced Diploma of Community Services (Disability Work)

CHC20599 Certificate II in Community Services (Disability Work)

Packaging to gain a national qualification

Compulsory	6
Elective	4 (one must be a disability unit)
Optional	1
Total number of units of competency	11

Optional competencies

- Elective units at this or higher levels
- Compulsory units at higher levels
- units from endorsed standards in any industry at this or higher levels
- Enterprise specific units

Note 1: One elective unit in Certificate II in Community Services (Disability Work) is equivalent to 4 Ancillary/Support units. The relevant Ancillary/Support units are listed over the page.

Note 2: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation).

Disability specialisation competencies

Compulsory		Elective	
CHCDIS1A	Orientation to disability work	CHCDIS3A	Provide services to people with disabilities
		CHCDIS5A	Contribute to positive learning
		CHCDIS8A	Support people with disabilities as workers
		CHCDIS10A	Provide care and support

Common competencies

Compulsory		Elective	
CHCCOM1A	Communicate with people accessing the services of the organisation	CHCADMIN1A	Undertake basic administrative duties
CHCCS0A	Deliver service to clients	CHCAD1A	Advocate for clients
CHCORG1A	Follow the organisation's policies procedures and programs	CHCCD7A	Support community resources
CHCORG2A	Work with others	CHCCD12A	Undertake work in the community services industry
CHCORG4A	Follow the organisation's occupational health and safety policies	CHCCOM2A	Communicate appropriately with clients and colleagues
		CHCCS5A	Identify and address specific client needs
		CHCGROUP1A	Support the activities of existing groups
		CHCGROUP2A	Support group activities
		CHCNET1A	Participate in networks

Electives from Other Community Services Sectors

CHCAC1A	Provide care support to aged people
CHCAC2A	Assist with aged people's personal needs
CHCAC3A	Orientation to aged care work
CHCAC4A	Assist in the provision of an appropriate environment
CHCAC5A	Contribute to service delivery
CHCAOD1A	Introduction to the alcohol and other drugs sector
CHCCH1A	Orientation to work in the community housing sector
CHCMH1A	Orientation to work in the mental health sector
CHCPROT2A	Operate within a statutory environment
CHCYTH1A	Work effectively with young people

CHC20599 Certificate II in Community Services (Disability Work) *continued*

Electives from Ancillary/Support Units	
<i>Cleaning services</i>	
PRMCL01A	Maintain hard floor surfaces
PRMCL03A	Replace hard floor finish
PRMCL04A	Maintain soft floors
PRMCL05A	Remove stains and spillages from soft floors
PRMCL07A	Remove dirt and soil from soft floors or fabric upholstery
PRMCL09A	Wash and squeegee glass surfaces to remove all visible dirt and grime
PRMCL10A	Maintain ceiling surfaces and fittings
PRMCL12A	Wash external surfaces to remove all visible dirt and grime
PRMCL13A	Undertake detailed clean of window coverings to remove all dirt and grime
PRMCL14A	Maintain a clean room environment with no traces of visible dust
PRMCL15A	Maintain furniture and fittings and dress an area or room
PRMCL11A	Spot clean external surfaces to remove all visible marks
PRMCL17A	Maintain wet area in an odour free, soil and hazard free condition
PRMCL19A	Remove waste to maintain a tidy environment/area
<i>Client/patient services</i>	
CHCCPS2A	Handle and transport goods
CHCCPS3A	Prepare a bed for occupancy
CHCCPS6A	Transport specimens and deceased persons
<i>Food services</i>	
CHCFP1A	Present food
CHCFP4A	Prepare appetisers, salads and sandwiches
CHCT2A	Receive, transport and store food in a safe and hygienic manner
CHCT7A	Wash dishes
CHCT8A	Deliver food/beverages
CHCT9A	Collect meal trays/beverage utensils
CHCT10A	Support food services in menu processing
CHCT11A	Provide support to clinical/nutrition services
CHCT12A	Assist client/patient with nutrition care
<i>Laundry services</i>	
LMXPRLAU-01A	Collect, receive and sort product
LMXPRLAU-08A	Repair damaged products
LMXPRLAU-02A	Operate washing machines
LMXPRLAU-04A	Perform linen rewash
LMXPRLAU-06A	Perform conditioning and/or drying processes
LMXPRDCG-04A	Operate dry cleaning machines
LMXPRDCG-05A	Operate wet cleaning machines
LMXPRDCG-06A	Operate finishing equipment
CHCOD9A	Perform pre and post spotting
LMXPRDCG-10A	Prepare products for storage or dispatch
LMXPRLAU-11A	Coordinate and process products for storage/dispatch
CHCPSD4A	Process linen

The Ancillary / Support Work units of competency are included in a separate document title *Selected Ancillary / Support Competency Standards for the Community Services Training Package*.

CHC30799 Certificate III in Community Services (Disability Work)

Packaging to gain a national qualification

Compulsory	6
Elective	5 (one must be a disability unit)
Optional	2
Total number of units of competency	13

Optional competencies

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed standards in any industry at this or higher levels
- enterprise specific units

Note 1: One elective unit in CHC30799 Certificate III in Community Services (Disability Work) is equivalent to 4 Ancillary/Support units. The relevant Ancillary/Support units are listed over the page.

Note 2: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation).

Disability specialisation

Compulsory		Elective	
CHCDIS1A	Orientation to disability work	CHCDIS3A	Provide services to people with disabilities
		CHCDIS5A	Contribute to positive learning
		CHCDIS8A	Support people with disabilities as workers
		CHCDIS9A	Maximise participation in work by people with disabilities
		CHCDIS10A	Provide care and support

Common competencies

Compulsory		Elective	
CHCCOM2A	Communicate appropriately with clients and colleagues	CHCAD1A	Advocate for clients
CHCCS1A	Deliver and monitor service to clients	CHCADMIN2A	Provide administrative support
CHCINF1A	Process and provide information	CHCCD7A	Support community resources
CHCORG3A	Participate in the work environment	CHCCD12A	Undertake work in the community services industry
CHCORG4A	Follow the organisation's occupational health and safety policies	CHCCM1A	Undertake case management
		CHCCOM3A	Utilise specialist communication skills
		CHCCS6A	Assess and deliver services to clients with complex needs
		CHCCW11A	Operate under a case work framework
		CHCGROUP2A	Support group activities
		CHCNET1A	Participate in networks
		CHCNET2A	Maintain effective networks
		CHCP&R1A	Participate in policy development
		BSZ404A	Train small groups

Specialisation Electives from Other Community Services Sectors	
CHCAC1A	Provide care support to the aged people
CHCAC2A	Assist with aged people's personal needs
CHCAC3A	Orientation to aged care work
CHCAC4A	Assist in the provision of an appropriate environment
CHCAC5A	Contribute to service delivery strategy
CHCAC12A	Provide services to meet aged people's personal needs
CHCAOD2A	Orientation to the alcohol and other drugs sector
CHCCH1A	Orientation to work in the community housing sector
CHCMH1A	Orientation to work in the mental health sector
CHCROT2A	Operate within a statutory environment
CHCYTH1A	Work effectively with young people

CHC30799 Certificate III in Community Services (Disability Work) continued**Electives from Ancillary/Support Units**

<i>Cleaning services</i>	
PRMCL01A	Maintain hard floor surfaces
PRMCL03A	Replace hard floor finish
PRMCL04A	Maintain soft floors
PRMCL05A	Remove stains and spillages from soft floors
PRMCL07A	Remove dirt and soil from soft floors or fabric upholstery
PRMCL09A	Wash and squeegee glass surfaces to remove all visible dirt and grime
PRMCL10A	Maintain ceiling surfaces and fittings
PRMCL12A	Wash external surfaces to remove all visible dirt and grime
PRMCL13A	Undertake detailed clean of window coverings to remove all dirt and grime
PRMCL14A	Maintain a clean room environment with no traces of visible dust
PRMCL15A	Maintain furniture and fittings and dress an area or room
PRMCL11A	Spot clean external surfaces to remove all visible marks
PRMCL17A	Maintain wet area in an odour free, soil and hazard free condition
PRMCL19A	Remove waste to maintain a tidy environment/area
<i>Client/patient services</i>	
CHCCPS2A	Handle and transport goods
CHCCPS3A	Prepare a bed for occupancy
CHCCPS6A	Transport specimens and deceased persons
<i>Food services</i>	
CHCFP1A	Present food
CHCFP4A	Prepare appetisers, salads and sandwiches
CHCT2A	Receive, transport and store food in a safe and hygienic manner
CHCT7A	Wash dishes
CHCT8A	Deliver food/beverages
CHCT9A	Collect meal trays/beverage utensils
CHCT10A	Support food services in menu processing
CHCT11A	Provide support to clinical/nutrition services
CHCT12A	Assist client/patient with nutrition care
<i>Laundry services</i>	
LMXPRLAU-01A	Collect, receive and sort product
LMXPRLAU-08A	Repair damaged products
LMXPRLAU-02A	Operate washing machines
LMXPRLAU-04A	Perform linen rewash
LMXPRLAU-06A	Perform conditioning and/or drying processes
LMXPRDCG-04A	Operate dry cleaning machines
LMXPRDCG-05A	Operate wet cleaning machines
LMXPRDCG-06A	Operate finishing equipment
CHCOD9A	Perform pre and post spotting
LMXPRDCG-10A	Prepare products for storage or dispatch
LMXPRLAU-11A	Coordinate and process products for storage/dispatch
CHCPSD4A	Process linen

The Ancillary / Support Work units of competency are included in a separate document title *Selected Ancillary / Support Competency Standards for the Community Services Training Package*.

CHC40799 Certificate IV in Community Services (Disability Work)

Packaging to gain a national qualification

Compulsory	9
Elective	4
Optional	1
Total number of units of competency	14

Optional competencies

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed standards in any industry at this or higher levels
- enterprise specific units

Note 1: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation)

Disability specialisation

Compulsory		Elective	
CHCDIS1A	Orientation to disability work	CHCDIS4A	Design procedures for support
CHCDIS2A	Maintain an environment designed to empower people with disabilities	CHCDIS6A	Plan and implement community integration
CHCDIS3A	Provide services to people with disabilities	CHCDIS7A	Design and adapt surroundings to group requirements
		CHCDIS9A	Maximise participation in work by people with disabilities

Common competencies

Compulsory		Elective	
CHCCOM3A	Utilise specialist communication skills	CHCAD1A	Advocate for clients
CHCCS2A	Deliver and develop client service	CHCADMIN3A	Undertake administrative work
CHCINF2A	Maintain organisation's information systems	CHCCD1A	Support community participation
CHCNET2A	Maintain effective networks	CHCCD2A	Provide community education programs
CHCORG4A	Follow the organisation's occupational health and safety policies	CHCCD3A	Meet information needs of the community
CHCORG5A	Maintain an effective work environment	CHCCD4A	Develop and implement community programs
		CHCCD5A	Develop community resources
		CHCCS6A	Assess and deliver services to clients with complex needs
		CHCGROUP3A	Plan and conduct group activities
		CHCP&R2A	Contribute to policy development
		CHCP&R3A	Undertake research activities
		BSZ404A	Train small groups
		**BSZ405A	Plan and promote a training program
		**BSZ406A	Plan a series of training programs
		**BSZ407A	Deliver training sessions
		**BSZ408A	Review training

**** These 4 competencies are co-requisite and count for one elective/option**

CHC50799 Diploma of Community Services (Disability Work)

Packaging to gain a national qualification

Compulsory	9
Elective	6
Optional	1
Total number of units of competency	16

Optional competencies

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed standards in any industry at this or higher levels
- enterprise specific units

Note 1: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation)

Disability specialisation

Compulsory		Elective	
CHCDIS11A	Coordinate work in the disability sector	CHCDIS2A	Maintain an environment designed to empower people with disabilities
		CHCDIS4A	Design procedures for support
		CHCDIS7A	Design and adapt surrounding to group requirements
		CHCDIS9A	Maximise participation in work by people with disabilities

Common competencies

Compulsory		Elective	
CHCADMIN3A	Undertake administrative work	CHCAD1A	Advocate for clients
CHCCOM3A	Utilise specialist communication skills	CHCADMIN4A	Manage the organisation's finances, accounts and resources
CHCCOM4A	Develop, implement and promote effective communication techniques	CHCCD2A	Provide community education programs
CHCCS3A	Coordinate the provision of services and programs	CHCCD4A	Develop and implement community programs
CHCINF5A	Meet statutory and organisational information requirements	CHCCD5A	Develop community resources
CHCNET3A	Develop new networks	CHCCM3A	Develop, facilitate and monitor all aspects of case management
CHCORG17A	Implement and monitor occupational health and safety policies, procedures and programs	CHCCS7A	Coordinate the assessment and delivery of services to clients with particular needs
CHCORG6A	Coordinate the work environment	CHCGROUP3A	Plan and conduct group activities
<div style="border: 1px solid black; padding: 5px; width: fit-content;"> * These 3 competencies are co-requisite and count for one elective/option </div>		BSZ401A	Plan assessment
		BSZ402A	Conduct assessment
		BSZ403A	Review assessment
<div style="border: 1px solid black; padding: 5px; width: fit-content;"> ** These 4 competencies are co-requisite and count for one elective/option </div>		*BSZ405A	Plan and promote a training program
		*BSZ406A	Plan a series of training programs
		*BSZ407A	Deliver training sessions
		*BSZ408A	Review training

CHC60799 Advanced Diploma of Community Services (Disability Work)

Packaging to gain a national qualification

Compulsory	9
Elective	5
Optional	1
Total number of units of competency	15

Optional competencies

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed standards in any industry at this or higher levels
- enterprise specific units

Note 1: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation)

Disability specialisation

Compulsory	Elective
CHCDIS11A Coordinate work in the disability sector	

Common competencies

Compulsory	Elective
CHCADMIN4A Manage the organisation's finances, accounts and resources	CHCCD6A Establish and develop community organisations
CHCCOM3A Utilise specialist communication skills	CHCCM4A Promote high quality case management
CHCCOM4A Develop, implement and promote effective communication techniques	CHCCM5A Develop practice standards
CHCCS4A Manage the delivery of quality client service	CHCCS7A Coordinate the assessment and delivery of services to clients with particular needs
CHCINF4A Manage the organisation's information systems	CHCINF5A Manage statutory and organisation information requirements
CHCORG7A Manage workplace issues	CHCINF6A Manage information strategically
CHCORG11A Lead and develop others	CHCORG9A Manage projects and strategies
CHCORG17A Implement and monitor occupational health and safety policies, procedures and programs	CHCORG10A Manage organisational change
	CHCORG12A Review organisational effectiveness
	CHCORG13A Manage organisational strategic and business planning
	CHCORG14A Manage a service organisation
	CHCORG15A Promote the organisation
	CHCORG16A Manage training
	CHCORG8A Establish and manage new programs or services
	CHCP&R6A Coordinate policy development
	CHCP&R7A Manage policy development
	*BSZ401A Plan assessment
	*BSZ402A Conduct assessment
	*BSZ403A Review assessment

* These 3 competencies are co-requisite and count for one elective/option

Units of competency

Disability Work Units and Elements

Unit title	Elements
CHCDIS1A Orientation to disability work	<ol style="list-style-type: none"> 1. Demonstrate commitment to quality services for people with disabilities 2. Support rights, interests and needs of people with disabilities 3. Respond to situations of risk or potential risk to people with disabilities
CHCDIS2A Maintain an environment designed to empower people with disabilities	<ol style="list-style-type: none"> 1. Enhance communication by people with disabilities 2. Enhance the independence of people with disabilities 3. Uphold the rights and responsibilities of people with disabilities 4. Contribute to the development and review of policies 5. Work as a member of a team to research the development of policies on empowerment
CHCDIS3A Provide services to people with disabilities	<ol style="list-style-type: none"> 1. Assist people with disabilities to identify their needs 2. Support people with disabilities to meet their needs 3. Review client work 4. Manage challenging behaviour
CHCDIS4A Design procedures for support	<ol style="list-style-type: none"> 1. Assess the person with a disability's personal support requirements 2. Design individual personal support procedures 3. Implement individual personal support procedures
CHCDIS5A Contribute to positive learning	<ol style="list-style-type: none"> 1. Enhance people with disabilities development or maintenance of abilities through incidental learning opportunities 2. Implement skill development or maintenance plan
CHCDIS6A Plan and implement community integration	<ol style="list-style-type: none"> 1. Plan community support with people with disabilities 2. Assess locations with people with disabilities 3. Adapt environment or equipment of relevant locations to individual requirements 4. Liaise with families and significant others 5. Enhance the ability of people with disabilities to access and participate in other services and activities
CHCDIS7A Design and adapt surroundings to group requirements	<ol style="list-style-type: none"> 1. Assess locations 2. Design and/or use appropriate aids 3. Design new location to group requirements
CHCDIS8A Support people with disabilities as workers	<ol style="list-style-type: none"> 1. Enhance people with disabilities safety at work 2. Monitor work performance
CHCDIS9A Maximise participation in work by people with disabilities	<ol style="list-style-type: none"> 1. Prepare people with disabilities to work in open and supported employment 2. Match workplace/job and person with a disability 3. Assess skills and productivity for wages 4. Provide information on the industrial relations system as it relates to the employment of people with disabilities 5. Monitor employment opportunities
CHCDIS10A Provide care and support	<ol style="list-style-type: none"> 1. Establish and maintain an appropriate relationship with people with disabilities 2. Provide appropriate support to people with disabilities 3. Assist in maintaining an environment that enables maximum independent living
CHCDIS11A Coordinate work in the disability sector	<ol style="list-style-type: none"> 1. Demonstrate commitment to high quality services for people with disabilities 2. Support rights, interests and needs of people with disabilities 3. Develop and implement a framework for quality service delivery

Additional Information for Assessors

This section includes additional information assessors may draw upon, depending on the context of particular workplaces or client groups.

The underpinning knowledge section of the Evidence Guide in specialisation units may contain an entry about specific knowledge relating to the following issues or groups:

- alcohol and other drugs
- cultural and linguistic diversity
- risk of self harm
- women
- men
- community education
- Aboriginal and Torres Strait Islanders
- mental health

Assessors may access the following aspects of underpinning knowledge as further information for determining competency in particular contexts.

Underpinning knowledge for working with clients with alcohol and other drugs issues:

- the relationship between alcohol and other drugs use and mental health
- agency policies and procedures for working with clients with alcohol and other drugs issues
- agency policies and procedures for working with agencies providing alcohol and other drugs services
- harm minimisation
- context of the alcohol and other drugs sector
- central philosophies of the alcohol and other drug sector

Underpinning knowledge for working with people from culturally and linguistically diverse backgrounds:

- particular cultural issues and history specific to client group
- cultural and language barriers to health
- how clients may be distressed by a culturally inappropriate environment
- location and protocols for accessing accredited interpreters
- a range of community multicultural organisations

Underpinning knowledge for working with people at risk of self harm:

- suicide risk awareness
- risk factors for suicide
- legal and ethical obligations regarding clients at risk of self harm
- suicide prevention services and resources
- depression

Underpinning knowledge for working with gender issues and experiences of women and/or men:

- particular life experiences of men and/or women and how this impacts on working with them
- help-seeking behaviours eg. self harm, aggression, violence
- violence including: sexual, domestic and other forms of abuse
- sexuality - issues concerning choice of partner and gender identity as well as issues such as homophobia
- particular health issues relating to women or men
- parental issues: grief issues such as loss of children at birth; through miscarriage; through fostering, adoption and custody
- depression

Underpinning knowledge specific to community education:

- community education programs
- life skills program
- strategies for community education delivery
- community education resources

Underpinning knowledge for working with Aboriginal and Torres Strait Islander clients:

- emotional and spiritual wellbeing
- cultural knowledge, understanding and experience
- Aboriginal ways of thinking, working and reflecting
- appreciation of Aboriginal diversity of culture and traditional values
- historical, cultural, political and economic realities
- cultural sensitivity
- cultural diffusion
- holistic view of health
- grief and loss
- separation

Underpinning knowledge for working with clients with mental health issues:

- the difference between major mental illnesses and a range of emotional issues including distress and anxiety
- how people suffer from mental illnesses as a result of particular drugs
- de-institutionalisation and social issues
- mental health agencies
- agency policies and procedures for working with other related agencies
- eating disorders
- self harm and suicide risk awareness and assessment

DISABILITY WORK NATIONAL COMPETENCY STANDARDS

Alignment with Mayer Key Competencies

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgements of quality using given criteria 	<ul style="list-style-type: none"> Manages processes Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and processes Evaluates and reshapes process Establishes criteria for evaluation

Unit Code	Unit Title	Collecting Information	Communication	Planning	Work with Others	Maths	Solve Problems	Use Technology
CHCDIS1A	Orientation to disability work	1	3	2	3	-	2	1
CHCDIS2A	Maintain an environment designed to empower people with disabilities	1	3	2	3		2	1
CHCDIS3A	Provide services to people with disabilities	1	3	2	3		2	1
CHCDIS4A	Design procedures for support	3	3	2	3		2	1
CHCDIS5A	Contribute to positive learning	2	3	2	3		2	1
CHCDIS6A	Plan and implement community integration	2	3	3	3		2	1
CHCDIS7A	Design and adapt surroundings to group requirements	1	3	3	3		2	1
DIS8	Support people with disabilities as workers	3	3	3	3		2	1
CHCDIS9A	Maximise participation in work by people with disabilities	3	3	3	3		3	1
CHCDIS10A	Provide care and support	1	3	1	3		2	1
CHCDIS11A	Coordinate work in the disability sector	1	3	1	3		2	1

CHCDIS1A Orientation to disability work

Work is performed ethically, supports the rights and interests of people with disabilities and follows appropriate reporting mechanisms to meet duty of care requirements.

Elements	Performance criteria
1. Demonstrate commitment to quality services for people with disabilities	<ul style="list-style-type: none">all work reflects an understanding of key issues facing people with disabilities and their carersall work undertaken reflects the context of policy, regulatory, legislative and legal requirements as they apply to the area of workall work in the sector demonstrates a commitment to access and equity principlesorganisational procedures for client participation are followedpersonal values and attitudes regarding disability are taken into account when planning and implementing all work activitiesinformation from within the workplace is accessed routinely and used to respond to client needs
2. Support rights, interests and needs of people with disabilities	<ul style="list-style-type: none">people with disabilities are supported and encouraged to exercise their rights and independencedifferent client requirements are acknowledgedlegal responsibilities and duty of care are complied with
3. Respond to situations of risk or potential risk to people with disabilities	<ul style="list-style-type: none">respond to situations of risk and report to appropriate peoplereport uncharacteristic or inappropriate behaviourreport situations of risk which may have an adverse effect on the health of people with disabilities

Range of variables

Context includes:

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

Issues include:

- access to services for people with disabilities and their carers
- meeting individual needs and personal goals of people with disabilities

Different models of work in the sector may include:

- community development and education
- health promotion
- case management
- working with families
- peer support/self help
- residential services
- respite care
- home based support
- community access
- advocacy
- employment support
- lifestyle support
- business services support

The underpinning values and philosophies of the sector may include:

- a holistic and consumer-centred approach
- community education
- delivery of appropriate services
- commitment to meeting the needs and upholding the rights of clients
- commitment to empowering clients

Different client requirements may depend upon:

- type of disability eg:
 - ◊ physical
 - ◊ sensory
 - ◊ intellectual
 - ◊ psychiatric
- support availability including:
 - ◊ family
 - ◊ financial
 - ◊ physical and emotional
 - ◊ employment
 - ◊ education and training
 - ◊ presence of a terminal illness/condition

Policy and legislative requirements include:

- Disability Services Act
- Disability Discrimination Act
- Privacy Act
- Equal Employment Opportunity principles
- Guardianship Board
- Individual rights
- Disability Service Standards
- Nurses Act
- Medical Act
- Medication regulations

A commitment to principles of access and equity includes:

- creation of a client oriented culture
- a non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
- ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social, developmental, behavioural, emotional and intellectual

Rights include principles expressed in:

- charters of rights
- outcomes standards documents
- general human rights
- freedom from discrimination
- freedom of information

Rights include:

- privacy
- confidentiality
- common law
- to be treated in a dignified, safe and comfortable manner
- to express own feelings
- friendship
- freedom of association
- choice to participate
- access to complaint mechanisms

Interests include:

- financial
- accommodation
- services
- recreation

Appropriate people include:

- supervisors
- relatives
- colleagues
- health workers
- administrators
- emergency services
- health care services

Responding to situations of risk in the context of the work role may include:

- identifying risks
- providing information on risks or potential risks
- risk minimisation
- strategies for preventing abuse of people with disabilities

Evidence Guide

Critical aspects of assessment:

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

Underpinning knowledge:

- knowledge of specific culture and language used by people with disabilities
- knowledge specific to working with families and family systems
- understanding different client requirements according to different disabilities
- knowledge of networks in the disability sector
- holistic and client-centred care
- consumer needs and rights including duty of care
- principles of empowerment/disempowerment in relation to people with disabilities
- principles of access and equity
- principles and practices of confidentiality
- organisational policies, practices and programs relating to the work role
- organisational occupational health and safety policies and procedures
- organisational philosophy and guidelines
- awareness of discriminatory actions
- common risks to safety
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
 - ◊ alcohol and other drugs abuse
 - ◊ cultural and linguistic diversity
 - ◊ risk of self harm
 - ◊ women
 - ◊ men
 - ◊ community education
 - ◊ Aboriginal and Torres Strait Islander people
 - ◊ mental health

Underpinning skills:

- interpersonal communication with clients and other stakeholders

Resource implications:

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

Consistency in performance:

- consistency in performance should consider the particular workplace context

Context of assessment:

- this unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions

CHCDIS2A Maintain an environment designed to empower people with disabilities

This unit describes the competencies used by those working with people with disabilities aimed at: enhancing the ability of people with disabilities to communicate and be independent; upholding the rights and responsibilities of people with disabilities; applying the organisation's philosophy and contributing to the design and review of policies and procedures for empowerment.

Elements	Performance criteria
1. Enhance communication by people with disabilities	<ul style="list-style-type: none"> people with disabilities are actively encouraged and supported to communicate any difficulties with communication are identified and strategies to deal with these are implemented if required people with disabilities are assisted to develop skills in assertive communication according to organisational resources and procedures colleagues are encouraged to support people with disabilities to communicate for themselves strategies which respect differences are implemented to promote effective communication
2. Enhance the independence of people with disabilities	<ul style="list-style-type: none"> Independent action and thinking by people with disabilities is encouraged and supported options for action on relevant issues are identified and discussed with people with disabilities and/or their advocates where required, ongoing support is provided to maximise independence colleagues are encouraged to support the independence of people with disabilities people with disabilities' decisions and opinions are listened to and acted upon within the constraints of organisational policies and procedures people with disabilities' participation in appropriate forums is supported with information and training if required strategies are developed which promote independence, taking differences into account
3. Uphold the rights and responsibilities of people with disabilities	<ul style="list-style-type: none"> the rights of people with disabilities and options for achieving these are described and discussed with them and/or their advocates the responsibilities of people with disabilities are described and discussed with them and/or their advocates colleagues are encouraged and assisted to uphold the rights and responsibilities of people with disabilities strategies are developed which promote the rights and responsibilities of people with disabilities and take into account differences own reactions and limitations regarding differences are recognised and appropriate assistance is sought to ensure the rights of people with disabilities are upheld

4. Contribute to the development and review of policies	<ul style="list-style-type: none"> • implementation issues related to relevant organisational policies and legislation are identified and discussed with colleagues or team • people with disabilities and their advocates are encouraged to express their views about policies, legislation and empowerment
5. Work as a member of a team to research the development of policies on empowerment	<ul style="list-style-type: none"> • research and consultation tasks appropriate to the worker's role in the research process are identified and planned with team • research and consultation tasks are implemented as directed within time frames, resource constraints and agreed processes • research and consultation outcomes are collated and reported as directed

Range of Variables

Where people with disabilities are very young or unable to express themselves the client may be the family group or other support people.

In this context the word "environment" refers to the philosophical or even spiritual environment rather than the physical environment.

Examples of strategies to deal with communication difficulties include:

- learning an appropriate means of communication eg. signing
- using communication technology
- using an interpreter

Examples of colleagues include:

- other staff
- volunteers
- families
- friends

Examples of strategies to encourage colleagues include:

- providing examples of appropriate behaviour
- counselling
- training or referral to training
- referral to superior staff members

Examples of appropriate forums include:

- internal and external committees
- seminars
- conferences

Rights involve those enshrined in legislation and policies including:

- Commonwealth Disability Services Act 1986
- National Disability Service Standards
- Commonwealth Disability Discrimination Act 1992
- relevant State/Territory Acts
- EEO or anti discrimination acts
- organisation mission statements
- organisational policies

Differences include:

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

Examples of rights would include at least those to:

- choose for oneself
- have meaningful work
- privacy
- dignity
- confidentiality
- self determination
- appropriate support
- skill development
- advocacy
- being treated as a valued individual
- fair treatment
- right to enter into relationships
- right to express sexuality

Examples of responsibilities include those to:

- act within the law
- treat others with consideration and respect
- abide by family obligations
- abide by the policies and procedures of the service being used

Examples of philosophies incorporated in organisational mission statements and policies involve core principles from current theories or ideas such as:

- Least Restrictive Alternative
- social justice
- equity
- Social Role Valorisation (SRV)
- Normalisation

Evidence Guide

Critical aspects of assessment:

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

Interdependent assessment of units:

- this unit should be assessed with CHCCOM3A "Utilise specialist communication skills"

Underpinning knowledge

- relevant organisational policies and procedures
- organisational philosophy and goals

- legislative provisions relating to the rights of people with disabilities
- basic knowledge of human, social, psychological, cognitive and physical development
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
 - ◊ alcohol and other drugs abuse
 - ◊ cultural and linguistic diversity
 - ◊ risk of self harm
 - ◊ women
 - ◊ men
 - ◊ community education
 - ◊ Aboriginal and Torres Strait Islander people
 - ◊ mental health

Underpinning skills

- communication
- team work
- negotiation

Resource implications:

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

Consistency in performance:

- consistency in performance should consider the requirements for maintaining an environment which empowers people with disabilities in particular workplaces

Context of assessment:

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

CHCDIS3 Provide services to people with disabilities

This unit describes the competencies associated with responding to the physical, medicinal, health and safety, personal care and home maintenance requirements of people with disabilities. Clients will have differing support requirements and workers will manage physical contact, challenging behaviour and the use of equipment.

Elements	Performance criteria
1. Assist people with disabilities to identify their needs	<ul style="list-style-type: none">• strategies to meet the needs of people with disabilities are identified, discussed and implemented• the dignity, privacy and personal choice of people with disabilities in relationship to needs are upheld within organisational constraints• client is assisted to evaluate and select strategies to meet their requirements and achieve their goals
2. Support people with disabilities to meet their needs	<ul style="list-style-type: none">• information and skills required by people with disabilities to meet their needs are identified• opportunities to obtain information and develop skills are provided or developed• individual and group support is provided in accordance with resources and organisational policies and procedures• people with disabilities rights and responsibilities are explained• people with disabilities are assisted in maintaining a safe and healthy environment• confidentiality is maintained in accordance with organisational policies and procedures• appropriate physical contact is encouraged when providing support
3. Review client work	<ul style="list-style-type: none">• work with client is reviewed within organisational policies and procedures and strategies to meet ongoing needs are adapted as appropriate• outcomes of client work are reviewed with supervisor and/or colleagues in accordance with organisational policies and procedures
4. Manage challenging behaviour	<ul style="list-style-type: none">• the type, frequency and triggers of challenging behaviour of a person with a disability is assessed and strategies developed to minimise the behaviour• strategies for the prevention and management of challenging behaviour are implemented according to organisational procedures• organisational procedures on safety in the context of challenging behaviour are implemented

Range of Variables

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

Personal needs may include providing assistance with:

- daily living including:
 - ◊ maintaining personal safety
 - ◊ communication (speech, writing, non-verbal communication)
 - ◊ eating and drinking
 - ◊ eliminating
 - ◊ breathing
 - ◊ mobilising and transferring (moving from place to place and position to position)
 - ◊ attending to personal hygiene (bathing, laundering personal linen)
 - ◊ dressing and undressing
 - ◊ attending own spiritual needs
 - ◊ grooming and expressing sexuality
- physical/instrumental activities of daily living:
 - ◊ accessing education and employment
 - ◊ accessing financial resources and allowances
 - ◊ paying bills and regular outgoings
 - ◊ shopping
 - ◊ preparing meals
 - ◊ climbing stairs
 - ◊ maintaining household (cleaning, laundry, decor, repairs)
 - ◊ travelling by private and public transport
 - ◊ interacting with others and socialising
 - ◊ accessing leisure, recreational and sporting activities
- assisting with self-administration of medication according to:
 - ◊ organisational practice and policy
 - ◊ government regulation, policy and legislation
- physical comfort and rest
- pain management
- maximisation of independence and personal preferences
- empowerment eg. enhancing of clients ability to communicate, act independently and uphold rights and responsibilities

Strategies to meet needs may include:

- responding to requirements arising from differences
- utilising personal support equipment eg. chair lifts, wheelchairs, hearing impaired phones, etc
- enlisting specialist skills

The encouragement of appropriate physical contact may include:

- working in the context of organisational policies and procedures
- following organisational policies and procedures for the management of inappropriate physical contact
- recognition of own reactions and limitations regarding physical contact
- seeking assistance to ensure appropriate physical contact where necessary
- recognition of differences impacting on physical contact and strategies to deal with these

Support may be provided:

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

Relevant legislation and policies include:

- occupational health and safety legislation
- state health acts
- EEO legislation
- organisational policies and guidelines

Hazardous materials include:

- cleaning chemicals
- medicines
- medical treatments

Relevant organisational policies and procedures include those on:

- daily living
- medication
- dealing with changes in physical or mental wellbeing
- occupational health and safety
- sexual harassment
- abuse prevention

Prevention and management of challenging behaviour include:

- recognising triggers and deflecting them
- using active listening and observation skills
- ensuring effective communication
- seeking expert assistance

Differences may include:

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

Evidence Guide

Critical aspects of assessment:

- ability to provide services that meet particular needs of people with disabilities

Interdependent assessment of units:

- completion of this unit removes the requirement to complete CHCCS1A "Deliver and monitor service to clients"

Underpinning knowledge:

- role and responsibility of self and others in the organisation
- organisation's definition of challenging behaviour
- relevant support equipment (and technologies) and related occupational health and safety requirements regarding their use
- impact of particular types of disability
- principles of empowerment/disempowerment in relation to people with disabilities
- organisational policies, procedures and philosophy
- occupational health and safety guidelines
- basic human, social, psychological, cognitive and physical development
- cultural factors affecting people with disabilities requirements
- understanding of regulations and guidelines governing the handling of medication
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
 - ◇ alcohol and other drugs abuse
 - ◇ cultural and linguistic diversity
 - ◇ risk of self harm
 - ◇ women
 - ◇ men
 - ◇ community education
 - ◇ Aboriginal and Torres Strait Islander people

◇ mental health

Underpinning skills:

- use of equipment
- interpersonal communication
- negotiation
- observation as required by job role
- assessment as required by job role

Resource implications:

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

Consistency in performance:

- consistency in performance should consider the particular services provided by workers

Context of assessment:

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

CHCDIS4 Design procedures for support

This unit describes the competencies used by staff to design models for support including assessing requirements and designing and implementing procedures.

Elements	Performance Criteria
1. Assess the person with a disability's personal support requirements	<ul style="list-style-type: none">the person with a disability, significant others and other support staff are actively involved in the assessment process and/or are encouraged to participateall relevant information on the person with a disability and his/her personal support requirements is identified, analysed and recorded according to organisational procedures
2. Design individual personal support procedures	<ul style="list-style-type: none">options for designing procedures are discussed and choices justified within relevant organisational policies and proceduresa process for evaluation and review of the procedure is implemented
3. Implement individual personal support procedures	<ul style="list-style-type: none">support procedures for the person with a disability are identifiedstaff are trained to apply support proceduresimplementation of the support procedure is evaluated and changes are made to support procedures where necessary

Range of Variables

Significant others include:

- family
- friends
- other support people and advocates

Relevant information includes:

- written and verbal records
- observations
- requests

Implementation of the support procedures may be evaluated through:

- observation
- reviewing objectives and outcomes of procedures
- feedback from people with disabilities and their significant others

Evidence Guide

Critical aspects of assessment

- ability to match client support requirements with support procedures
- effectiveness of support procedures and worker's ability to evaluate effectiveness

Underpinning knowledge:

- role and responsibilities of self and others in the organisation
- impact of disability on person with disability
- impact of disabilities upon people with disabilities
- assessment processes
- support procedures for daily living
- program planning
- basic training processes
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
 - ◊ alcohol and other drugs abuse
 - ◊ cultural and linguistic diversity
 - ◊ risk of self harm
 - ◊ women
 - ◊ men
 - ◊ community education
 - ◊ Aboriginal and Torres Strait Islander people
 - ◊ mental health

Underpinning skills:

- communication
- casework assessment skills
- program design and planning
- informal or formal training

Resource implications:

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

Consistency in performance:

- consistency in performance should consider the requirements of particular support procedures

Context of assessment:

- this unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions

CHCDIS5A Contribute to positive learning

This unit describes the competencies needed by workers to support people with disabilities in maintaining and enhancing their skills and abilities with the aim of maximising independence.

Elements	Performance Criteria
1. Enhance people with disabilities development or maintenance of abilities through incidental learning opportunities	<ul style="list-style-type: none">• situations that can be used as possible informal learning opportunities are identified, and learning encouraged• a range of informal learning opportunities are identified and described in the context of organisational policies and procedures• the appropriate level of support is withdrawn when directed, in order to encourage learning• appropriate constructive advice and feedback is provided to people with disabilities as soon as possible
2. Implement skill development or maintenance plan	<ul style="list-style-type: none">• recommended training methods are identified from plan and implemented• the required tools, equipment and other resources are organised to support the learning process• opportunities are provided for feedback to the trainee and any suggestions for changing the skill development or maintenance plan are noted and passed on to the nominated person• learning outcomes are monitored and recorded against the skill development or maintenance plan

Range of Variables

Examples of situations that can be used as learning opportunities may include:

- residential
- vocational settings

Skill development may be in:

- life
- vocational
- social
- personal support skills

Examples of an appropriate range of learning opportunities include:

- taking risks in the context of self determination and dignity of risk
- using action learning

Examples of trainees include:

- people with disabilities
- families
- significant others
- volunteers
- other staff

Examples of nominated people include:

- supervisor
- other staff

Evidence Guide

Critical aspects of assessment:

- ability to incorporate skill development activities into work with people with disabilities

Underpinning knowledge

- the individual's disability/disabilities and its/their interaction with the individual's personality
- services available to people with disabilities
- knowledge of learning and development
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
 - ◇ alcohol and other drugs abuse
 - ◇ cultural and linguistic diversity
 - ◇ risk of self harm
 - ◇ women
 - ◇ men
 - ◇ community education
 - ◇ Aboriginal and Torres Strait Islander people
 - ◇ mental health

Underpinning skills:

- interpersonal communication

Resource implications:

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

Consistency in performance:

- consistency in performance should related to particular learning activities carried out by workers

Context of assessment:

- this unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions

CHCDIS6A Plan and implement community integration

This unit describes the competencies used by staff to maximise the integration of people with disabilities in various community settings through planning, assessing locations, making necessary adaptations, liaising with families, and enhancing access to other services.

Elements	Performance Criteria
1. Plan community support with people with disabilities	<ul style="list-style-type: none"> the relevant interests, abilities and requirements of the person with a disability are identified and discussed with the active involvement of that person, significant others and other staff where required relevant options and services are identified and matched to the requirements of the person with disabilities with his/her involvement and/or that of significant others appropriate resources are identified and organised according to organisational procedures all relevant information on the person with a disability and his/her community support requirements is summarised and recorded according to organisational procedures individual and cultural differences impacting on planning for community integration are recognised and described, and strategies to deal with these are identified
2. Assess locations with people with disabilities	<ul style="list-style-type: none"> physical entry and exit is assessed and any problems identified with the active involvement of the person with a disability the type of work/activity is assessed with the employer/operator and the person with a disability, compared to that person's abilities and any problems identified transport issues are discussed with the person with a disability and strategies to address these are identified the personnel and procedures of the location are identified and discussed with the person with a disability requirements for aids, environmental modification and support and strategies to deal with these are identified with the active involvement of the person with a disability own limitations are recognised and advice is sought when necessary
3. Adapt environment or equipment of relevant locations to individual requirements	<ul style="list-style-type: none"> options for adaptations and design of aids are described and discussed, and choices justified appropriate aids are designed according to individual requirements adaptations to location are carried out or recommendations made to relevant people in response to identified individual requirements any safety problems are noted and the employer or operator is advised if appropriate appropriate environmental support as identified through assessment is organised and implemented a process for evaluation and review of the adaptations is put in place including dates set and people identified to contribute

<p>4. Liaise with families and significant others</p>	<ul style="list-style-type: none"> • the person with a disability and his/her significant others are consulted about the person with a disability' abilities, requirements and interests • liaison is provided between the person with a disability and his/her family and/or significant others to ensure his/her rights are maintained within organisational policies and procedures • the need for privacy, values and opinions of family members and/or significant others are described and strategies to deal with these identified and followed through • family and household routines are identified and recorded where necessary and adaptations made to fit into these • the impact of having a person with a disability in the family is recognised, discussed, and strategies to deal with this identified and implemented • individual and cultural differences impacting on relationships with families and significant others are recognised and described, and strategies to deal with these identified
<p>5. Enhance the ability of people with disabilities to access and participate in other services and activities</p>	<ul style="list-style-type: none"> • people with disabilities are encouraged and/or supported to access appropriate services and to participate in community activities • barriers to participation are identified and strategies to address these are implemented

Range of Variables

Locations concerned may be:

- workplaces
- community centres
- residences
- educational and recreational facilities
- various service facilities

Examples of physical exit and entry issues involve:

- curbs
- lifts
- lighting
- signs

Examples of assessment processes include:

- job or activity analysis
- task analysis

Environmental support may involve:

- volunteers
- co-workers
- training officers being trained to support the person with a disability

Examples of relevant people include:

- specialists
- employers of people with disability
- funding bodies

Examples of the impact on the family include:

- grieving
- financial problems
- added stress

Examples of activities include those provided by:

- social clubs
- training organisations
- recreational facilities

The organisation of appropriate resources may include:

- accessing skills/services
- establishing appropriate groups
- community development activity

Evidence Guide

Critical aspects of assessment:

- ability to coordinate a wide range of activities for the facilitation of community integration
- upholding rights and responsibilities of people with disabilities throughout community integration

Underpinning knowledge:

- organisational and other guidelines for community integration
- group dynamics
- organisational cultures
- impact of disabilities on people with disabilities
- basic human development - psychological, cognitive, social and physical
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
 - ◊ alcohol and other drugs abuse
 - ◊ cultural and linguistic diversity
 - ◊ risk of self harm
 - ◊ women
 - ◊ men
 - ◊ community education
 - ◊ Aboriginal and Torres Strait Islander people

◇ mental health

Underpinning skills:

- job/activity analysis
- task analysis
- observation
- assessment
- negotiation
- communication and consultation
- planning

Resource implications:

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

Consistency in performance:

- consistency in performance should consider particular requirements and processes of community integration

Context of assessment:

- this unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions

CHCDIS7A Design and adapt surroundings to group requirements

This unit describes the competencies used by staff to design and implement measures to maximise convenience of use of various physical settings in the community at large for people with disabilities as a group through assessing and adapting locations and designing new locations.

Elements	Performance Criteria
1. Assess locations	<ul style="list-style-type: none">• assess group's requirements in the context of the existing location with the active participation of the people with disabilities and other staff involved• physical entry and exit is assessed and any problems discussed with the active participation of the people with disabilities involved• requirements for aids, environmental modification and support and strategies to deal with these are developed with the active participation of the people with disabilities involved• individual and cultural differences relating to the assessment of locations are recognised, explained and strategies to deal with these developed
2. Design and/or use appropriate aids	<ul style="list-style-type: none">• options for adaptations and design of aids are discussed and choices justified• appropriate aids are designed according to group requirements• adaptations to location and environment are carried out in response to identified group requirements• a process for evaluation and review of the adaptations is put in place including dates set and people identified to contribute
3. Design new location to group requirements	<ul style="list-style-type: none">• people with disabilities, significant others and other support staff are actively involved in the process of identifying building requirements• physical entry and exit is planned and noted with groups requirements in mind• requirements for aids, environmental design and support, and strategies to deal with these are identified and recorded• own limitations are recognised and expert assistance is sought where necessary• reports and recommendations are made on building requirements to managers or boards of management• individual and cultural differences impacting on the design of locations are recognised and described and strategies to deal with these are developed

Range of Variables

Locations concerned may be:

- workplaces
- community centres
- residences
- educational and recreational facilities
- various service facilities

Examples of physical exit and entry issues involve:

- curbs
- lifts
- lighting
- signs

Environmental support may involve:

- volunteers
- co-workers
- training officers being trained to support the person with a disability

Examples of assessment processes include:

- job or activity analysis
- task analysis

Expert assistance may come from:

- architects
- builders; or
- other specialists

Examples of boards of management include:

- appointed management committees
- elected management committees
- chief executive officers

Evidence Guide

Critical aspects of assessment:

- identification of specific requirements of people with disabilities
- consultation requirements relating to proposed adaptations

Underpinning knowledge:

- organisational policies and procedures relating to the design and adoption of group surroundings
- impact of disabilities on people with disabilities
- occupational health and safety guidelines
- ergonomics
- range of available aids
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
 - ◊ alcohol and other drugs abuse
 - ◊ cultural and linguistic diversity
 - ◊ risk of self harm
 - ◊ women
 - ◊ men
 - ◊ community education
 - ◊ Aboriginal and Torres Strait Islander people

◇ mental health

Underpinning skills:

- designing skills
- assessment
- communication with individuals and groups

Resource implications:

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

Consistency in performance:

- consistency in performance should consider the particular requirements of services and workplaces

Context of assessment:

- this unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions

CHCDIS8A Support people with disabilities as workers

This unit describes the competencies performed by staff who support people with disabilities in a workplace to maximise their performance through working safely and effectively.

Elements	Performance Criteria
1. Enhance people with disabilities' safety at work	<ul style="list-style-type: none">ensures equipment is adapted and modified to be safe and meet occupational health and safety guidelines where requiredpeople with disabilities are supported to work safely within organisational policies and proceduresorganisational and legislative health and safety procedures are identified and followed
2. Monitor work performance	<ul style="list-style-type: none">performance is monitored within established criteria and constructive feedback givenstrategies are developed and implemented to improve performance where necessary

Range of Variables

Types of work include:

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

Examples of organisational and legislative policies and procedures include those on:

- occupational health and safety
- infection control

Examples of processes used to monitor work performance may include:

- quality assurance
- total quality management

Strategies to improve performance may include:

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

Evidence Guide

Critical aspects of assessment:

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

Underpinning knowledge

- quality measures used in quality assurance or total quality management
- relevant production processes
- organisational and legislative policies and procedures relating to people with disabilities as workers
- impact of disability/disabilities on people with disabilities
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
 - ◊ alcohol and other drugs abuse
 - ◊ cultural and linguistic diversity
 - ◊ risk of self harm
 - ◊ women
 - ◊ men
 - ◊ community education
 - ◊ Aboriginal and Torres Strait Islander people
 - ◊ mental health

Underpinning skills:

- relevant production processes
- applying appropriate competencies outlined in standards belonging to the relevant industry or occupation
- communication and consultation with workplace clients and stakeholders

Resource implications:

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

Consistency in performance:

- consistency in performance should consider the particular work role

Context of assessment:

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

CHCDIS9A Maximise participation in work by people with disabilities

This unit describes the competencies performed by staff who support people with disabilities in a workplace to prepare for employment and maximise their performance through working safely and effectively, matching jobs and people and understanding related industrial issues.

Elements	Performance Criteria
1. Prepare people with disabilities to work in open and supported employment	<ul style="list-style-type: none">• various job search techniques are identified, adapted and taught to people with disabilities where necessary• people with disabilities are referred to, or registered with, appropriate agencies• people with disabilities are provided with information about their working conditions, rights and responsibilities
2. Match workplace/job and person with a disability	<ul style="list-style-type: none">• the person with a disability's work requirements, abilities, and interests are assessed in accordance with organisational procedures• relevant organisational procedures are followed to match the person with a disability and job• jobs are redesigned where necessary to match the ability of the person and the requirements of the job or employer• information or training regarding disabilities is provided to others in the selected workplace as necessary• working conditions are negotiated between the relevant parties
3. Assess skills and productivity for wages	<ul style="list-style-type: none">• the job and tasks involved are analysed to identify productive units and information recorded• the skills and productivity of the person with a disability are compared to that of co-workers with similar levels of experience in order to determine appropriate wage levels• wages are negotiated with the relevant parties in order to reach agreement in accordance with current industrial and statutory conditions• regular wage reviews are conducted at least every twelve months according to statutory and organisational procedures
4. Provide information on the industrial relations system as it relates to the employment of people with disabilities	<ul style="list-style-type: none">• people with disabilities are provided with information about the industrial awards and their implications for employment• people with disabilities are provided with information about the role of relevant industrial parties

<p>5. Monitor employment opportunities</p>	<ul style="list-style-type: none"> • positive relationships are developed and maintained with (potential) employers of people with disabilities • job vacancies are evaluated to determine their relevance to the interests of people with disabilities • relevant job vacancies are identified and referred to people with disabilities as appropriate • research into identified employers' businesses and jobs is initiated, documented, and conducted • trends in industry are monitored and documented to enhance the placement of people with disabilities in the long term • job vacancies are evaluated to determine their relevance to the interests of people with disabilities
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Range of Variables

Types of employment include:

- supported
- open

Relevant parties include:

- employer
- person with a disability
- support networks for workers
- union representative
- wage assessor

Industrial and statutory conditions include:

- awards
- registered agreements
- other relevant wage/salary systems relating to employment for people with disabilities
- individual contracts

Industrial parties include:

- unions
- employer organisations
- industrial commissions

Others include:

- people with disabilities
- other staff
- other organisations

Identification of relevant job vacancies will consider:

- preferences of clients
- chosen career options of clients
- alternative opportunities

Potential employers include:

- community organisations
- private organisations
- government organisations

Evidence Guide

Critical aspects of assessment:

- up-to-date knowledge of employment opportunities and/or programs for clients (targeted to people with disabilities, or general)

- ability to maximise participation in work based on available jobs or employment opportunities

Underpinning knowledge:

- federal and state government programs and assistance relating to workplace participation by people with disabilities
- relevant industrial legislation listed in this unit's range of variables
- marketing theory and techniques
- negotiation techniques
- impact of disability on people with disabilities
- human development - psychological, cognitive, social and physical
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
 - ◊ alcohol and other drugs abuse
 - ◊ cultural and linguistic diversity
 - ◊ risk of self harm
 - ◊ women
 - ◊ men
 - ◊ community education
 - ◊ Aboriginal and Torres Strait Islander people
 - ◊ mental health

Underpinning skills:

- task or job analysis
- marketing
- negotiation

Resource implications:

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

Consistency in performance:

- consistency in performance should consider the requirements of particular work roles and responsibilities

Context of assessment:

- this unit is best assessed in the workplace or a simulated workplace under the normal range of conditions

CHCDIS10A Provide care and support

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

Elements	Performance criteria
1. Establish and maintain an appropriate relationship with people with disabilities	<ul style="list-style-type: none">all dealings with people with disabilities are aimed at generating a trusting relationship, and includes protecting confidentiality, privacy, individual choice and decision makingrespect for individual differences is demonstrated in all dealings with people with disabilitiessupport for the interests, rights and decision making of people with disabilities is demonstrated in all dealings
2. Provide appropriate support to people with disabilities	<ul style="list-style-type: none">all support to people with disabilities is provided in accordance with their needs, rights and self determinationassistance is provided to people with disabilities according to organisational guidelinessupport is provided to people with disabilities in meeting their cultural needsassistance is sought when it is not possible to provide appropriate support to people with disabilities
3. Assist in maintaining an environment that enables maximum independent living	<ul style="list-style-type: none">all support provided to people with disabilities is planned to enable them to direct their own care where appropriate, and is within organisational proceduresassistance is provided in maintaining a safe and healthy environment, including minimising physical dangers and riskspeople with disabilities are provided with support in maintaining a clean and comfortable environmentsituations of risk to health and safety are responded to in accordance with organisational procedures

Range of variables

Individual differences may be:

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

Rights may be detailed in:

- service/outcomes standards documents
- legislation
- organisational policies and practices

Support will be in the context of services offered including:

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

Assistance may include:

- providing information
- assistance with mobility or providing specific support such as transport
- encouragement and support for decisions and actions
- general household assistance and maintenance

Evidence guide

Critical aspects of assessment:

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

Underpinning Knowledge:

- relevant organisational policies and procedures and responsibilities within it
- relevant policies, protocols, and practices of the organisation in relation to own work activities
- basic knowledge of different types of disabilities and their effect on client needs
- understanding of support requirements for people with disabilities
- different religious, cultural, spiritual, physical and ceremonial perspectives
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
 - ◇ alcohol and other drugs abuse
 - ◇ cultural and linguistic diversity
 - ◇ risk of self harm
 - ◇ women
 - ◇ men
 - ◇ community education
 - ◇ Aboriginal and Torres Strait Islander people
 - ◇ mental health

Underpinning skills:

- interpersonal skills appropriate to work with people with disabilities
- oral communication skills (language skills) necessary to develop a trusting relationship with people with disabilities. Language may be English or community language as required by service or organisation

Resource implications:

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

Consistency in performance:

- consistency in performance should consider the range of clients and situations encountered in the workplace

Context of assessment:

- this unit is best assessed in the workplace or a simulated workplace under the range of normal conditions

CHCDIS11A Coordinate work in the disability sector

Performing work within a legislative and ethical framework to ensure the provision of high quality service delivery which supports the rights and interests of people with disabilities.

Elements	Performance criteria
1. Demonstrate commitment to high quality services for people with disabilities	<ul style="list-style-type: none">all work undertaken demonstrates consideration and understanding of the context, models of service delivery, underpinning values and philosophy of the sectorall work undertaken is consistent with current relevant policies and legislative requirements for models of best practice service delivery for people with disabilitiesall work reflects an understanding of the issues facing people with disabilities and their carersall work in the sector demonstrates a commitment to access and equity principles
2. Support rights, interests and needs of people with disabilities	<ul style="list-style-type: none">people with disabilities are supported and encouraged to exercise their rights and independence where appropriatedifferent client requirements are incorporated in service deliverylegal and ethical responsibilities and duty of care are complied with
3. Develop and implement a framework for quality service delivery	<ul style="list-style-type: none">strategies are devised to ensure that the delivery of high quality services continue to reflect best practiceprotocols and procedures are established and implemented for managing service delivery to reflect best practice in the disability sectorbarriers within the organisation which will impact on the delivery of high quality service delivery are identified and addressedprocedures implemented for management of service delivery are regularly updated to reflect current best practice, relevant legislative changes, and changing client needs

Range of Variables

Protocols include:

- communication with clients
- assessment of client needs
- collection, recording and reporting of information
- processes for decision making for consideration of client needs

Context includes:

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

Issues include:

- access to services for people with disabilities and their carers
- meeting individual needs and personal goals of people with disabilities
- family and support structures
- income and employment service
- training for people with disabilities
- participation and integration in the community
- grieving and loss

Different models of work in the sector may include:

- community development and education
- health promotion
- case management
- working with families
- peer support/self help
- residential services
- respite care
- home based support
- community access
- advocacy
- employment support
- lifestyle support
- business services support
- education and training

The underpinning values and philosophies of the sector may include:

- a holistic and consumer-centred approach
- community education
- targeting of appropriate services
- commitment to meeting the needs and upholding the rights of clients
- commitment to empowering clients

Different client requirements may depend upon:

- type of disability eg:
 - ◊ physical
 - ◊ sensory
 - ◊ intellectual
 - ◊ psychiatric
- support availability including:
 - ◊ family
 - ◊ financial
 - ◊ physical and emotional
 - ◊ employment
 - ◊ education and training

Policy and legislative requirements include:

- Disability Services Act
- Disability Discrimination Act
- Privacy Act
- Equal Employment Opportunity principles
- Guardianship Board
- Individual rights
- Disability Service Standards
- Nurses Act
- Medical Act
- Medication regulations

A commitment to principles of access and equity includes:

- creation of a client oriented culture
- a non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
- ensuring the work undertaken takes account of, and caters for differences including: cultural, physical, religious, economic, social, developmental, behavioural, emotional and intellectual

Rights include principles expressed in:

- charters of rights
- outcomes standards documents
- general human rights
- freedom from discrimination
- freedom of information

Rights may be detailed in:

- legislation
- resident handbooks
- mission statements
- industry and organisational service standards

Rights include:

- privacy
- confidentiality
- common law
- to be treated in a dignified, safe and comfortable manner
- to express own feelings
- freedom of association
- choice to participate
- access to complaint mechanisms

Interests include:

- financial
- accommodation
- services
- recreation

Needs may include:

- personal
- security
- safety

Strategies include those to address:

- service access
- individual needs
- decision making and choice
- privacy, dignity and confidentiality
- participation and integration
- valued status
- complaints and disputes
- service management
- abuse prevention

Barriers may include

- negative personal attitudes and values of staff
- organisational procedures and practices
- client service strategies
- social, cultural and religious
- physical and economic

Evidence Guide

Critical aspects of assessment:

- ability to coordinate service or a range of services in the disability sector
- ability to develop or influence policy relating to quality service delivery

Underpinning knowledge:

- relevant legislation relating to disability issues
- knowledge of relevant specific culture and language used by people with disabilities
- knowledge specific to working with families and family systems
- understanding different client requirements according to different disabilities
- knowledge of networks in the disability sector
- consumer needs and rights including duty of care
- principles of empowerment/disempowerment in relation to people with disabilities
- principles of access and equity
- current issues facing clients and existing services for addressing needs and rights
- principles and practices of confidentiality
- knowledge specific to working with people from culturally and linguistically diverse backgrounds
- knowledge specific to working with people at risk of self harm
- organisational policies, practices and programs relating to the work role
- organisational occupational health and safety policies and procedures
- organisational philosophy and guidelines
- rights and responsibilities of people with disabilities
- understanding of stereotypes of people with disabilities
- available client services
- awareness of own attitudes to people with disabilities
- awareness of discriminatory actions
- common risks to safety
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
 - ◊ alcohol and other drugs abuse
 - ◊ cultural and linguistic diversity
 - ◊ risk of self harm
 - ◊ women
 - ◊ men
 - ◊ community education
 - ◊ Aboriginal and Torres Strait Islander people

- ◇ mental health

Underpinning skills:

- interpersonal communication with clients and other stakeholders
- program development, review and revision

Resource implications:

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

Consistency in performance:

- consistency in performance should relate to requirements of the particular workplace

Context of assessment:

- this unit is best assessed on the job or in a simulated workplace under the normal range of conditions



Attachment to:

Aged Care Work National Competency Standards
and
Disability Work National Competency Standards
Selected Ancillary / Support Work Competency
Standards for the Community Services Training
Package



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Introduction

This document contains selected ancillary/support work units of competency. These competencies are national standards, packaged as electives within the following qualifications from the Community Services Training Package:

CHC20199	Certificate II in Community Services (Aged Care Work)
CHC30199	Certificate III in Community Services (Aged Care Work)
CHC20599	Certificate II in Community Services (Disability Work)
CHC30799	Certificate III in Community Services (Disability Work)

Full packaging details for these qualifications are available in the *Aged Care Work National Competency Standards* and the *Disability Work National Competency Standards*.

Some of the units included in this document have been taken from other National Training Packages. The cleaning services section uses units from the *Asset Management Training Package* and the laundry services section uses units from the *Textiles, Clothing and Footwear Training Package*.

This document is an attachment to the Aged Care Work and Disability Work National Competency Standards and must be used in conjunction with the following documents:

- Assessment Guidelines
- Qualifications Framework
- Community Services Common Competency Standards
- Aged Care **or** Disability Work National Competency Standards

PRMCL01A Maintain hard floor surfaces

This unit covers both manual and mechanical methods applied to hard floor maintenance at any frequency of application or location.

The elements comprising this unit of competence are not necessarily sequential. The sequence will depend upon the context in which they are applied.

Element	Performance Criteria
1. Identify type and condition of hard floor, soil type and size of area to be maintained	<ul style="list-style-type: none">• floor type and surface texture is identified so that suitable maintenance equipment can be selected• the size and usage pattern of the area is identified so that the equipment and work planning produces the most efficient result• soil and litter types are recognised from observation so that equipment selection is appropriate• any pre existing damage to work site is reported immediately
2. Select and set up equipment	<ul style="list-style-type: none">• equipment is selected to ensure type and style is suitable for surface to be maintained• all equipment is checked to be in a clean and safe working condition prior to usage• mechanical equipment is checked for safe operation and is set up to manufactures' specifications and adjusted to suit operator• where required suitable cleaning agents are selected and prepared in accordance with manufacturers' and relevant occupational health and safety requirements• protective clothing suitable for conditions is selected
3. Set up area	<ul style="list-style-type: none">• furniture and fittings that will disrupt clear access to the floor area are moved without damage in accordance with client requirements• where appropriate adequate ventilation is provided to the work site to reduce wet application drying time• where required work site is barricaded and appropriate signs installed to reduce safety hazards during floor maintenance activities• the need for assistance is identified and obtained where required
4. Sweep surface where waste needs to be collected	<ul style="list-style-type: none">• the amount of rising dust and waste spread is kept to a minimum• all waste is gathered and removed from the work area• a posture appropriate to the conditions and equipment selected is adopted that minimises potential for strain and injury• all mechanical equipment is used in accordance with relevant safety and manufacturers' specifications• all waste is gathered in an area that will not disrupt ongoing client activity

5. Apply dust mop to surface where removal of fine dust is required	<ul style="list-style-type: none"> • where applicable dust mop is applied in direction of surface grain to reduce potential for surface damage • dust mop head is regularly agitated to ensure fibre remains uncompressed and will continue to attract dust • surface is checked to ensure it is dry prior to application to avoid streaking and damage to mop head • walk over of gathered dust is minimised to avoid surface damage • no surface dust or waste is visible on completion of dust mopping
6. Apply damp mop to floor surface where removal of adhered soil is required	<ul style="list-style-type: none"> • walk over of wet areas is minimised • mop application is regulated to ensure correct cleaning agent dilution and application occurs in accordance with manufacturers' specifications • all surface cleaning agent is removed from the surface as soon as possible to ensure surface is left dry and is free of streaks and stains • mop head is regularly rinsed and replaced where necessary to avoid buildup and reapplication of soil to floor surface
7. Buff hard floor where required to improve appearance	<ul style="list-style-type: none"> • all machinery is operated safely in accordance with manufacturers' specifications • buffing application results in even surface appearance • a posture suitable for buffing operations that minimises potential for injury to operator is adopted • machine is kept under control to avoid run off • dust mop is used to remove any residue left by buffing
8. Dispose of collected waste	<ul style="list-style-type: none"> • all waste and cleaning solution is disposed of in accordance with relevant company client environmental and local government regulations
9. Clean and store equipment	<ul style="list-style-type: none"> • equipment is cleaned as per manufacturers' specifications • cleaning agents polishes and used/dirty cloths are stored in accordance with manufacturers' specifications and relevant health and safety requirements • cleaned equipment is stored in a manner that will maintain its function and is readily accessible for re use

Range of Variables

Floor types include:

- concrete
- terrazzo
- vinyl
- slate
- ceramic tile
- wood
- marble
- brick
- parquetry
- rubber
- polished wood

Waste may be:

- wet or dry
- dust
- paper
- food
- stones
- gravel
- industrial
- hospital waste

Equipment may include:

- brooms
- dust pan and brush
- mechanical sweepers
- air blowers
- water hoses
- hospital mop split mop
- mopping system (servo)
- bucket

Mechanical equipment such as an auto sweeper or air blower is used in large surface areas industrial or open public areas. Air blowers are used in areas auto sweepers cannot access. In some cases water is hosed to achieve the same result.

Mechanical equipment can be:

- gas
- electric
- battery
- or petrol powered

Broom types include:

- yard
- bassine
- PVC
- household
- union fibre
- deck fibre
- millet
- banister set

Dust mops are either straight or scissored and are known as 'modacrylic dust fringe mops'. Some applications require the dust mop to be impregnated with a dust control solution.

Damp mops are usually made from poly cotton or 100% cotton with either ragged or fixed shape. Mop buckets are fitted with a ringer and may have castors.

Relevant safety regulations are determined from State and Federal legislation industry and company codes of practice.

Legislation includes the principal Occupational Health and Safety Act in each State and Territory relevant regulations and codes of practice the relevant national occupational health and safety standards and Australian Standards or guidance referenced by such legislation.

Manufacturers specifications and safety data are pre printed on chemical containers on safety data sheets on laminated cards at the work site or wall posters.

Protective clothing may include:

- gloves
- safety glasses
- safety shoes
- face masks
- ear muffs/plugs
- overalls or as prescribed in regulations or by manufacturers of chemicals or equipment

Evidence Guide

Underpinning knowledge of:

- types of hard floors and characteristic finishes
- product knowledge including knowledge of range of cleaning materials and equipment
- effect of pre existing conditions on
- safe work practices
- job or client specifications
- hierarchies of hazard control

Underpinning skill:

- buffing techniques
- chemical handling and disposal techniques
- manual handling techniques
- reporting and recording information
- planning and organising work
- communication with others

Units PRMCL01 and PRMCL02 may be assessed in combination with each other

Assessment of evidence should establish the individual's ability to perform the job to the standard required in the workplace. Assessment of competency should be achieved through a practical demonstration involving two or more surface types and varying surface areas.

Evidence of competency may be obtained from observation of the following:

- identification of relevant cleaning issues
- planning and organising work to deal with the cleaning issue
- using safe sorting and handling of solid and liquid wastes generated by the job
- demonstration of different techniques required for different specified floor surfaces

Evidence of underpinning knowledge may be obtained from oral questioning about safe work practices and quality assurance procedures

Other forms of evidence may include job reports supervisor reports and client survey responses

Resources required for assessment:

- copies of relevant standards training books and assessment planning guides
- accident report forms
- job specifications and reporting forms
- a range of chemicals and equipment including personal protective equipment
- a suitable venue including access to at least 2 different hard floor surfaces
- material safety data sheets and equipment operating manuals

PRMCL03A Replace hard floor finish

This unit covers the industry process commonly called 'strip and seal'.

Element	Performance Criteria
1. Identify floor and finish requirements	<ul style="list-style-type: none">• type of floor is accurately identified so that suitable sealant/finish and application method can be selected• existing sealant/finish type is established to enable any new sealant/finish selected to bond effectively with floor surface• the level and pattern of area usage is established so that areas of high usage can be targeted during application• the required durability of the sealant/finish is established through reference to existing conditions and client requirements
2. Select and prepare equipment and sealant	<ul style="list-style-type: none">• type of applicator is selected to suit floor and sealant/finish type• all equipment is checked to be in a safe and useable operating condition prior to use• all equipment and chemicals and sealants are prepared in a safe manner in accordance with manufacturers' specifications
3. Set up work area	<ul style="list-style-type: none">• site availability and time are confirmed with client in advance• items to be removed and/or relocated are identified to ensure clear access to floor is obtained• where necessary furniture and fittings are removed and/or relocated in a safe manner without damage• the need for assistance is identified and obtained where required• any pre existing damage to work site is reported immediately• adequate ventilation is provided to reduce chemical build up in area• where required work site is barricaded and appropriate signs installed to reduce safety hazards
4. Strip and prepare surface for sealant/finish	<ul style="list-style-type: none">• surface is swept to remove all surface litter prior to commencing stripping• surface is stripped with selected abrasive agent and selected chemical in accordance with manufacturers' specifications• all old sealant is removed to ensure effective application of new sealant• all loose soil and litter is thoroughly removed from the surface during stripping• surface is rinsed and left in a neutral condition following stripping• surface is mechanically pre buffed with buffing pad designed to smooth surface consistent with level of lustre required from sealant and left in a dust free condition

5. Apply dust mop to surface where removal of fine dust is required	<ul style="list-style-type: none"> • where applicable dust mop is applied in direction of surface grain to reduce potential for surface damage • dust mop head is regularly agitated to ensure fibre remains uncompressed and will continue to attract dust • surface is checked to ensure it is dry prior to application to avoid streaking and damage to mop head • walk over of gathered dust is minimised to avoid surface damage • no surface dust or litter is visible on completion of dust mopping
6. Apply sealant to floor	<ul style="list-style-type: none"> • sealant is applied evenly to all surface areas with selected applicator • multiple coats of thin sealant are applied to achieve level of shine and durability required • alternate coats of sealant are applied in an appropriate manner so that layers are cross linked • appropriate safety clothing is worn in terms of relevant state and federal regulation and manufacturers' specifications
7. Clean and store equipment	<ul style="list-style-type: none"> • equipment is cleaned as per manufacturers' specifications • cleaning agents polishes and used/dirty cloths are stored in accordance with manufacturers' specifications and relevant health and safety requirements • cleaned equipment is stored in a manner that will maintain its function and is readily accessible for re use
8. Restore floor to original condition	<ul style="list-style-type: none"> • the need for assistance is identified and obtained where required • all moved items are returned to original position without damage to item or floor after sealant is completely dry

Range of Variables

Stripping involves the use of:

- scrubbing equipment
- usually mechanical where heavy duty abrasive pads and chemicals are applied to remove all traces of old sealant
- hand doodlebugs must be used in inaccessible areas and edges
- wet pickup may use mop and buckets (wet and dry vacuum or automatic scrubbers)
- sealant and finish may be a combined product by the manufacturer
- sealant/finish can be placed on all floors dependent on client requirements
- sealant/finish can be placed on new floors or after scrubbing or stripping of old sealant

Sealant/finish is applied with an applicator which can be:

- polycotton lambs wool
- dust mop
- foam roller
- spray gun (rare)

Floor rinsing is completed with segregated buckets and mops for stripper sludge and clean rinse
Floor rinsing may be done with automatic scrubbers

Chemical sealers vary from:

- solvent acrylic
- polyurethane
- water based
- wax

Sealant/finish is usually applied manually with applicator.

Suitability of sealant/finish for floor type is specified by manufacturer on sealant container.

Manufacturers' specifications and safety information are pre printed:

- on chemical containers
- on company safety data sheets
- on laminated safety cards at the work site or wall posters

Protective clothing may include:

- gloves
- safety glasses
- safety shoes
- face masks
- ear muffs/plugs
- overalls or as prescribed in regulations or by manufacturers of chemicals or equipment

Evidence Guide

Underpinning knowledge of:

- types of hard floors
- product knowledge including relevant cleaning equipment and materials types of sealants & requirements for sealant application
- methods for treating surface to achieve required outcome
- enterprise safety procedures
- client and job specifications
- manufacturers' specifications including physical hazards associated with certain products

Underpinning skill:

- planning and organising work
- selection operation and cleaning of suitable equipment
- application of sealants
- buffing techniques
- work planning and site preparation
- communication and problem solving
- finding and using information
- manual handling

Competency is to be demonstrated through a single practical demonstration over the full range of performance criteria to the standard required in the workplace. Evidence of consistency of outcomes over time may be obtained from supervisor reports and client satisfaction reports.

All safety procedures and procedures involving the use of equipment and the use and disposal of chemicals must be strictly observed.

Underpinning knowledge may be assessed through oral questions supplemented where necessary by supervisor or mentor reports.

Evidence of competency may include:

- demonstrated ability to identify floor and sealant types
- ability to determine suitable equipment chemicals and sealant required to achieve the required surface replacement
- evidence of chemical and equipment safe handling procedures in relation to corrosive substances
- attention to detail in producing the required lustre
- job site preparation and clean up techniques

Resources required for assessment:

- access to a suitable venue
- job specification and reporting forms
- a range of chemicals and equipment including personal
- protective equipment
- material safety data sheets and equipment operating manuals
- access to a registered provider of assessment services

PRMCL04A Maintain soft floors

This unit applies to the maintenance of soft floors using either manual or mechanical methods within any frequency requirement.

Element	Performance Criteria
1. Identify type and condition of soft floor	<ul style="list-style-type: none">• soft floor type and soil types are identified accurately• any pre existing damage to work site is reported immediately
2. Determine method and prepare equipment	<ul style="list-style-type: none">• suitable methods for the type and condition of soft floor are selected and tested where required• equipment and tools are selected for conditions and are assembled in accordance with manufacturers' and relevant health and safety requirements• all equipment is checked to be in safe operating condition to manufacturers' specifications
3. Remove waste where required	<ul style="list-style-type: none">• waste is assessed for possible health and safety hazards and appropriate avoidance and reporting action taken• waste is identified accurately against any non waste items located on floor• collected waste is removed to a disposal point without delay or interruption to ongoing facility user activity• offensive waste is removed promptly from the work area
4. Vacuum to remove any remaining waste where necessary	<ul style="list-style-type: none">• vacuum manufacturers' instructions are followed accurately• selected tools are applied to maximise efficient use of equipment in removing dirt and soil• removal and replacement of any furniture merchandise or work in progress is carried out in accordance with client instructions• the need for stain or spot removal is identified so follow up action can be taken• soil accumulation bags are emptied when full and hoses and filters kept free of obstruction during use
5. Rake or sweep soft surface to remove in ground waste where required	<ul style="list-style-type: none">• rake or broom is used to loosen in ground waste to meet client specification and/or soft floor conditions• loosened waste is gathered into suitable piles to assist pick up
6. Clean and store equipment	<ul style="list-style-type: none">• equipment is cleaned as per manufacturers' specifications• cleaning agents polishes and used/dirty cloths are stored in accordance with manufacturers' specifications and relevant health and safety requirements• cleaned equipment is stored in a manner that will maintain its function and is readily accessible for re use

Range of Variables

Soft floors are:

- carpet
- coir matting
- synthetic carpet
- rugs
- mats
- outdoor carpet
- synthetic grass

Waste removal:

- waste may be removed by hand or using a scoop and brush designed for the purpose
- waste receptacle may be carried garbage bag bin wheeled cleaners trolley

Bulk waste requiring sweeping or raking may include:

- heavy encrusted soil or dirt large buildup of soil in corners or on edges
- excessive animal hair or fur
- sawdust or other building debris

Sweeping can be done prior to or in place of application of a vacuum machine to the soft floor by a mechanical push sweeper.

Vacuum machines include:

- floor based mobile systems
- ducted systems
- back mounted units
- wet and dry systems
- mechanical push sweepers

Vacuum tools include:

- power heads
- floor heads
- variable pile height/adjustable heads
- upholstery heads
- crevice tool
- brushes

Common machine faults or operation problems may include:

- frayed cord
- knots in cord
- broken switches
- unusual machine noises
- vibration electrical burn smells
- broken plug
- exposed wiring
- blocked filters
- use of electrical cords during wet vacuum operations

Legislation includes:

The principal Occupational Health and Safety Act in each State and Territory relevant regulations and codes of practice the relevant national occupational health and safety standards and Australian Standards or guidance referenced by such legislation

Manufacturers' specifications and safety information are pre printed:

- on chemical containers
- on safety data sheets
- on laminated safety cards at the work site or on wall posters

Protective clothing may include:

- gloves
- safety glasses
- safety shoes
- face masks
- ear muffs/plugs
- overalls or as prescribed in regulations or by manufacturers of chemicals or equipment

Evidence Guide

Underpinning knowledge of:

- customer requirements as per job specification
- variation in techniques required for different types of floor
- methods of recording and reporting on job outcomes
- enterprise safety or security procedures relating to the job
- manufacturer operating specifications for equipment used
- hierarchy of hazard control

Underpinning skill:

- work planning and organisation
- manual handling
- reporting and recording job outcomes
- identification of different types of litter and waste
- sorting and handling of different litter and waste types

Competence should be demonstrated over the full range of performance criteria taking the variables likely to affect performance into account. All safety procedures must be observed.

Underpinning knowledge may be assessed through oral questions supplemented where necessary by supervisor or referee reports.

Resources required for assessment:

- a suitable venue with at least two different surfaces requiring treatment
- access to a registered provider of assessment services
- training record books and relevant assessment instruments
- customer job specifications for each surface used in the assessment

PRMCL05A Remove stains and spillages from soft floors

Element	Performance Criteria
1. Identify type of spot or spillage	<ul style="list-style-type: none">• soft floor type is identified accurately• any pre existing damage to work site is reported immediately• type of spot or spillage is identified• uncertain identification is referred as appropriate for a second opinion• identification is undertaken continuously
2. Determine remedial action	<ul style="list-style-type: none">• a knowledge of suitable removal methods is applied to determine the most efficient action to be taken• the current activities of the client are considered to minimise disruption to client activities
3. Apply chemical softening agent	<ul style="list-style-type: none">• the most effective chemical agent for the type of spot or spillage is applied in a safe manner to manufacturers' and company requirements• gloves and/or breathing masks are used in accordance with relevant health and safety requirements• chemical agents are applied in sufficient quantities to soften spot without over spray
4. Remove foreign material	<ul style="list-style-type: none">• spot or spillage is removed after the chemical has taken effect to loosen the soil• removed soil is disposed of in accordance with relevant environmental company and client requirements
5. Evaluate and report results	<ul style="list-style-type: none">• cleaned spotted areas is compared with remaining surface to determine need for any further action• evaluation results are reported to supervisor for further action or consultation with clients as required

Range of Variables

Spotting may be done in conjunction with:

- vacuuming
- extraction
- patrolling
- other general cleaning activities

Chemicals in use may include:

- liquids
- foams
- powders

Chemicals may be applied using:

- hand spray unit
- rag
- direct application

Manufacturers' specifications and safety information are pre printed:

- on chemical containers
- on safety data sheets
- on laminated safety cards at the work site or on wall posters

Common types of spotting on soft floors include:

- coffee
- cola
- cordial
- chewing gum
- food
- mud and dirt
- grease
- blood
- human waste etc.

The type of soft floor tightness of weave and type of underlay may affect the type of chemicals and removal method adopted.

Spotting or spillage agents may be either wet or dry.

Legislation includes:

- the principal Occupational Health and Safety Act in each State and Territory relevant regulations and codes of practice the relevant national occupational health and safety standards and Australian Standards or guidance referenced by such legislation.

Protective clothing may include:

- gloves
- safety glasses
- safety shoes
- face masks
- ear muffs/plugs
- overalls or as pre scribed in regulations or by manufacturers of chemicals or equipment

Evidence Guide

Underpinning knowledge of:

- methods of identifying stains
- remedial techniques
- stain removal procedures
- product knowledge
- enterprise safety procedures
- client and job specifications
- manufacturers' specifications including physical hazards associated with certain products

Underpinning skill:

- analysis of stains
- chemical selection and application techniques
- communication and problem solving
- work planning and site preparation
- equipment operation and cleaning
- reporting and recording of job outcomes
- finding and using information

Competency is to be demonstrated on the job over the full range of performance criteria in this unit. Multiple assessments (no more than two involving two different surfaces and two different types of stains) to determine consistency of outcomes over a period of time may be arranged. Alternatively a single assessment involving two surfaces and two types of stains may be arranged.

All safety procedures and procedures involving the use of equipment and the use and disposal of chemicals must be strictly observed.

Evidence of competency may be obtained from observation of the following:

- methodology used to determine the type of stain and surface
- selection of equipment and chemicals to treat the stain
- use of outside sources of assistance and advice to confirm the procedure selected
- quality outcomes achieved in relation to the job specification

Additional evidence may be obtained through oral questioning to determine the candidate's understanding of the:

- implications of using the wrong product on a stained soft floor surface
- advice given to a client in relation to a/the stain in question
- steps and processes to be followed when unusual or non documented stains are found

An alternative option for assessment may be the satisfactory completion of a structured work related project involving two or more stains or two or more types of surfaces supplemented by a written or oral report.

Sufficient time should be allowed for self assessment and practice before assessments are planned and conducted.

Resources required for assessment:

- access to a suitable venue
- manufacturer/enterprise product specifications
- job specifications and reporting forms
- a range of equipment including personal protective equipment and relevant cleaning or spot removing chemicals
- material safety data sheets and equipment operating manuals if relevant
- access to a registered provider of assessment services

PRMCL07A Remove dirt and soil from soft floors or fabric upholstery

Element	Performance Criteria
1. Set up site	<ul style="list-style-type: none">• site availability and time are confirmed with client in advance• items to be removed and/or relocated are identified to ensure clear access is obtained• where necessary furniture and fittings are removed and/or relocated in a safe manner without damage• surface to be cleaned is pre vacuumed where specified by client or company policy• any pre existing damage to work site is reported immediately
2. Set up extraction machinery and equipment	<ul style="list-style-type: none">• relevant health and safety and manufacturers' requirements are followed• all required machinery and equipment to complete the job is assembled so that it is readily available during the extraction process• cleaning chemicals that will assist loosen soil and leave a fresh fragrance are obtained and/or mixed in accordance with manufacturers' specifications• all machinery and equipment is checked prior to use for safe operation• wand appropriate to surface type and degree of soiling is selected
3. Prespray surface	<ul style="list-style-type: none">• surface is assessed to establish areas of heavy and light soiling and the need for spot cleaning• chemical application is tested for discolouration in a discrete location• pre spray is applied to soiled areas in quantities sufficient to loosen soil without wastage• chemicals are used strictly in accordance with manufacturers' specifications and relevant health and safety requirements• overspray of cleaning chemicals on furniture and fittings is avoided to reduce possible damage
4. Apply extraction wand to surface	<ul style="list-style-type: none">• manufacturers' instructions for wand and extraction machine usage are followed• spots are removed where required prior to wand application• wand is applied to each area methodically• water pressure and supply is checked regularly and adjusted to ensure correct working levels• correct wand application posture is maintained• waste water is disposed of safely in accordance with applicable environmental regulations and company policy• wand is applied without damage to client furniture or fittings

5. Clean and pack machinery and equipment	<ul style="list-style-type: none"> • machinery and equipment is cleaned in accordance with manufacturers' instructions when work is completed • all items are packed and stored to enable easy access for the next job • any solid wastes filters or other residues are disposed of in accordance relevant environmental regulation and company policy
6. Return site to condition required by client	<ul style="list-style-type: none"> • liaise with client to ensure all areas have been completed and furniture returned as required

Range of Variables

Water extraction may be known by the trade name of 'carpet shampooing' when applied to soft floors.

Water extraction may also be known as 'steam cleaning' in some parts of the industry.

Water extraction may be applied to domestic or commercial soft floors or suitable heavy duty fabric upholstery.

Work may be conducted in teams or individually.

Application may vary according to the type age and extent of soil in the surface.

Machine types and manufacturers vary but all apply hot water under pressure using a wand to the surface. Wand types may vary and can determine the type of application on the job.

Wand types can include:

- drag wand
- scrub wand
- rotary head wand
- power head wand
- upholstery wand
- fabric wand

Relevant occupational health and safety guidelines includes state and federal legislation industry codes of practice and company policy and manufacturers' specifications.

Legislation includes the principal Occupational Health and Safety Act in each State and Territory relevant regulations and codes of practice the relevant national occupational health and safety standards and Australian Standards or guidance material referenced by such legislation.

Manufacturers' specifications and safety data are pre printed on chemical containers on company safety data sheets laminated safety cards on site or wall posters.

Equipment may include buckets carpet brushes cleaning cloths etc.

Protective clothing may include:

- gloves
- safety glasses
- safety shoes
- face masks
- ear muffs/plugs
- overalls or as prescribed in regulations or by manufacturers of chemicals or equipment

Evidence Guide

Underpinning knowledge of:

- liquid extraction methods
- pre spotting and stain removal procedures
- product knowledge
- enterprise safety procedures and practices
- client and job specifications
- manufacturers' specifications including physical hazards associated with certain products

Underpinning skill:

- analysis of surface suitability for water extraction
- product selection and application techniques
- problem solving
- work planning and site preparation
- equipment operation and cleaning
- reporting and recording of job outcomes
- manual handling noise control and waste disposal techniques
- finding and using information
- customer service and communication skills

This unit may be assessed in combination with Unit PRMCL05: Remove stains and spillages from soft floor surfaces.

Assessment of competency should establish the individual's ability to perform the job to the standard required in the workplace. Assessment should be undertaken through a single practical demonstration involving two different soft surface types with varying surface areas and wear patterns.

Evidence of competency may be derived from observation of the following:

- selection of equipment and materials
- preparation of the worksite
- the application of safe work practices in the performance of the job
- liquid application extraction and disposal techniques
- the quality of the surface finish on completion of the job

Evidence of underpinning knowledge may be obtained from oral questions about safe work practices and reasons:

- why certain liquid extraction techniques and products were used in preference to others
- for avoiding soaking over wetting surfaces
- for extra extraction and drying techniques to be applied

Other forms of evidence may include supervisor reports and client survey responses.

Resources required for assessment:

- selection of relevant cleaning equipment including extractor wands
- a range of cleaning products
- a suitable venue for assessment including two or more different types of floor/upholstery surfaces
- relevant assessment instruments personal planner and record book
- access to a registered provider of assessment services
- manufacturer and product supplier manuals and instruction sheets
- job specifications

PRMCL09A Wash and squeegee glass surfaces to remove all visible dirt and grime

This unit applies to all glass surfaces including windows both internal and external.

When applied to external windows the unit may be applied with Unit PRMCL36: Carry out high level cleaning.

When applied to glass on a frequent basis Unit PRMCL15A: “Maintain furniture and fittings and dress and area or room” is relevant to irregular spot cleaning of readily accessible glass surfaces.

Element	Performance Criteria
1. Set up site for glass cleaning	<ul style="list-style-type: none">• client is notified of intention to clean glass and accessibility is confirmed• all obstructions to safe access are removed prior to commencing work• glass access equipment is set up in accordance with manufacturers' instructions and tested for safe operation prior to use• window coverings are moved to ensure free access to the glass area to be cleaned• any pre existing damage to work site is reported immediately
2. Select and prepare glass cleaning equipment	<ul style="list-style-type: none">• lint free absorbent cloth is selected that will not leave textile residue on wiped surfaces• cleaning detergent suitable for loosening soil is selected and mixed to dilution according to manufacturers' specifications• squeegee rubbers are checked to be smooth sharp and clean• largest squeegee suitable for glass area is selected to maximise area of coverage
3. Prepare glass surface	<ul style="list-style-type: none">• glass type is determined to ensure method of cleaning will not damage surface• adhered soil is scraped from glass surface to ensure squeegee operation will not streak• glass is checked for defects to avoid injury or damage• spot cleaning methods are applied where glass has soft surface coating• any damage or defects are reported to the site supervisor as appropriate
4. Apply washing and squeegee equipment to glass surface	<ul style="list-style-type: none">• glass is washed with cleaning solution using an applicator to loosen surface soil• squeegee is applied whilst glass is wet to remove cleaning solution without streaking• window edges and sills are wiped with damp cloth to remove all traces of cleaning solution and soil• cleaned glass is observed from alternative angles to be free from soil marks or smearing

5. Clean up and restore site to original condition	<ul style="list-style-type: none"> • all protective coverings are removed and any spillages cleaned up and dried • all moved items are returned to original position • window coverings are returned to original position
6. Clean and store equipment	<ul style="list-style-type: none"> • equipment is cleaned as per manufacturers' specifications • cleaning agents polishes and used/dirty cloths are stored in accordance with manufacturers' specifications and relevant health and safety requirements • cleaned equipment is stored in a manner that will maintain its function and is readily accessible for re use

Range of Variables

Chemicals used in glass cleaning are usually water softening detergents. In some instances higher concentrations of cleaning solution may be required.

Equipment can include:

- lint free cleaning cloths
- squeegees (various sizes)
- extension poles
- hoses
- brushes
- applicators (usually lambs wool)

Access equipment can include:

- telescopic extension pole
- ladder
- gantry
- scaffold
- scissor lift
- and approved absailing

Special licences and/or permits may be required for the use of some access equipment: eg. gantry unit absailing some scissor cranes.

Coated glass is not usually squeegeed.

Glass defects may include thinning with age cracks or scratches.

Adhered soil can include:

- gum
- adhesive
- paint
- dried encrustations
- office chemicals (whiteout etc.)
- pen marks
- paint
- concrete
- exhaust pollution
- smog
- hospital residue

Legislation includes the principal Occupational Health and Safety Act in each State and Territory relevant regulations and codes of practice the relevant national occupational health and safety standards and Australian Standards or guidance referenced by such legislation.

Manufacturers' specifications and safety data are pre printed on:

- chemical containers
- material safety data sheets
- laminated cards at the work site or wall posters

Protective clothing may include:

- gloves
- safety glasses
- safety shoes
- face masks
- ear muffs/plugs
- overalls or as prescribed in regulations or by manufacturers of chemicals or equipment

Evidence Guide

Underpinning knowledge of:

- product knowledge
- glass types including defects
- enterprise and client job specifications
- access requirements
- enterprise and client safety regulations and
- safe work practices
- glass cleaning techniques
- equipment and materials storage procedures

Underpinning skill:

- planning and organising work
- manual handling
- waste minimisation
- customer service
- finding and using information

Competency in this unit might be assessed in conjunction with a number of other units including units PRMCL11 PRMCL12 PRMCL15 PRMCL17 and PRMCL36.

Competence is to be demonstrated to the standard required in the workplace. Consistency of outcomes over a period of time may be achieved by staggering the assessment process to accommodate time lapses or by arranging access to two venues with different glass cleaning requirements.

The safe use of equipment and materials within agreed procedures should be strictly observed particularly in relation to work at heights.

Evidence of underpinning knowledge may be obtained through observation involving:

- planning and obtaining access to the work site
- clarifying the nature of the cleaning problem
- determining the application of cleaning agents
- restoring the work site
- cleaning up the work site and completing necessary job records
- the finished surface in relation to the job specification.

Evidence may also be obtained through oral questioning to determine:

- reasons for selecting certain products or procedures in preference to others
- tips for minimising waste of resources and maximising the cleaning effect
- understanding of possible differences between the (employer) enterprise and client's customer service expectations
- the relationship between work practices and injury and damage prevention

Resources required for assessment:

- access to a suitable venue and variable glass cleaning requirements
- job specifications
- relevant equipment and materials
- product specifications including safety data sheets
- job reporting forms
- assessment instruments including personal planner training and assessment record book
- access to a registered provider of assessment services

PRMCL10A Maintain ceiling surfaces and fittings

Element	Performance Criteria
1. Prepare work site	<ul style="list-style-type: none">• client is notified of work prior to commencement and accessibility confirmed• drop sheets are placed on floor equipment and furniture to collect any falling dust grime or cleaning solution where required• work area is signed and barricaded to guard against accidental injury in accordance with relevant health and safety and company requirements• any pre existing damage to work site is reported immediately
2. Select and prepare equipment	<ul style="list-style-type: none">• ceiling area to be detailed is confirmed through reference to client specifications and/or instructions• equipment selected is appropriate for area characteristics and soil type• chemical agent suitable for soil type is decanted and diluted in accordance with manufacturers specifications and relevant safety requirements• height access and other safety equipment is selected and checked to be in good working condition• cobwebber and extension is prepared using suitable antistatic cloth to trap web and dust
3. Detail ceiling surfaces and fittings	<ul style="list-style-type: none">• dry dust and cobwebs are removed without spreading dust into room or marking surfaces• inaccessible or hidden areas are vacuumed to remove loose dust using a non abrasive brush head• work requiring the use of ladders is conducted in pairs to ensure safe operation• prepared chemicals are applied to clean damp cloth and wiped over surface of fittings to remove adhered soil whilst avoiding contact with electrical fittings• all cleaning solution is rinsed from the surface before it dries to prevent marking• protective clothing is worn when cleaning agents are applied or being cleaned up
4. Clean and store equipment	<ul style="list-style-type: none">• equipment is cleaned as per manufacturers' specifications• cleaning agents polishes and used/dirty cloths are stored in accordance with manufacturers' specifications and relevant health and safety requirements• cleaned equipment is stored in a manner that will maintain its function and is readily accessible for re use

Range of Variables

Ceilings are defined as any wall or ceiling over 2 metres.

The work activity covered by this unit can also be known as 'high dusting cobwebbing' or 'detailing'.

Work is usually done in pairs where the use of ladders is required.

Work is usually performed monthly or as required by client specification.

Work is usually done out of normal work hours and tenant is absent.

Ceiling fittings may include:

- recessed lights
- ornamental hanging lights
- projected lights
- ceiling fans
- televisions
- speakers
- smoke detectors
- sprinkler systems
- vents and grilles
- skylights
- cameras etc.

Ceiling can be flat or suspended and made of hard or absorbent material.

Chemicals used include:

- solvent
- neutral PH detergent
- degreasers
- disinfectants
- abrasives

Equipment may include:

- antistatic duster / cleaning cloth
- vacuum cleaner with circular brushes
- sponges
- buckets
- scourer
- glass cleaning equipment
- drop sheets
- 'A' frame ladders
- cobwebber

Manufacturers' specifications and safety data are pre printed:

- on chemical containers
- on safety data sheets
- on laminated cards at the work site or wall poster

Protective clothing may include:

- gloves
- safety glasses
- safety shoes
- face masks
- ear muffs/plugs
- overalls or as prescribed in regulations or by manufacturers of chemicals or equipment

Evidence Guide

Underpinning knowledge of:

- product knowledge
- enterprise and client job specifications
- access requirements
- enterprise and client safety regulations and
- safe work practices

- cleaning techniques
- equipment and materials storage procedures

Underpinning skill:

- planning and organising work
- manual handling
- waste minimisation
- customer service
- finding and using information
- team work
- decanting chemicals

This unit may be assessed in combination with Unit PRM CL36: Carry out high level cleaning.

Competency is to be demonstrated through a single practical demonstration over the full range of performance criteria to the standard required in the workplace. Consistency of outcomes over a period of time may be achieved by observation in conjunction with supplementary evidence provided by supervisor reports and client satisfaction survey reports.

Note: Due to safety considerations involved in working at height in some buildings assessment in this unit is confined to ceiling heights within the 2 4 metre range. Where ladders are required a team approach to assessment may be used.

Assessments involving heights greater than 4 metres should be undertaken in combination with the appropriate unit: Carry out high level cleaning.

It is recommended that candidates have the opportunity to undertake self assessment before being formally assessed.

Underpinning knowledge may be determined from observation of:

- the selection and use of protective clothing equipment and techniques appropriate for ceiling cleaning
- compliance with Australian bureau of standards and Worksafe Australia codes of practice for the safe use of ladders
- the application and use of cleaning solutions and vacuum cleaners in areas which are difficult to access
- the cleaning and safe disposal/storage of equipment and materials used in the process
- the application and removal of rinsing solutions from ceiling surfaces
- the finish achieved in relation to the job specification
- safety checks carried out on equipment before during and after the job is completed

Additional evidence may be obtained from oral questioning of:

- reasons why certain techniques were used in preference to others
- reasons for the disposal of some materials and equipment and cleaning and storage of others
- reasons for erecting signs and barricades and working in teams in certain work areas
- procedures required for reporting accidents and near misses
- sources of information on first aid

Resources required for assessment:

- chemical colour charts
- material safety data sheets
- accident report forms
- area for demonstration
- safety equipment such as signs and barricades
- drop cloths protective clothing and equipment
- ladders cobwebbers vacuum cleaners and non abrasive dust heads
- equipment cleaning implements
- access to a registered provider of assessment services

PRMCL12A Wash external surfaces to remove all visible dirt and grime

Element	Performance Criteria
1. Identify and confirm need to wash external walls	<ul style="list-style-type: none"> walls to be washed are identified from client specifications or job instructions a knowledge of soil types surfaces and cleaning agents is used to determine if washing will be effective in cleaning the surface access to the area is confirmed areas adjacent to wall are checked to determine if there is the possibility of damage occurring and preventative action planned any pre existing damage to work site is reported immediately
2. Obtain and set up washing equipment	<ul style="list-style-type: none"> a suitable cleaning agent is selected based on an assessment of the type of surfaces and type of grime to be washed cleaning agent is pre mixed where necessary at correct dilution and temperature as required by manufacturers' specifications in accordance with safety requirements all equipment is checked to be in good working order to manufacturers' specifications where required suitable wet area safety connections are used for all electrical fittings suitable nozzle and extension equipment is fitted to pressure systems to suit operative size and strength protective clothing is obtained and checked to be in good working condition
3. Apply washing equipment to external wall	<ul style="list-style-type: none"> small and hidden areas are washed by hand and rinsed prior to commencing machine based wash area is signed and barricaded to avoid accidents in terms of safety and company requirements all cleaning agent is rinsed from wall before dry to avoid discolouration pressure jets are applied from ground level using a sturdy two handed grip on pressure nozzle excess water is removed from wall or surrounding area before returning the area to general usage
4. Clean and store washing implements	<ul style="list-style-type: none"> washing implements and cleaning cloths are washed in a suitable cleaning agent to remove all dirt and grime all electrical cords are rewound without kinks or tangles all equipment is wiped down before storage and checked to be in good working condition equipment faults or malfunctions are reported to site supervisor without delay washed equipment is stored in an accessible location ready for re use

Range of Variables

External walls are washed to a height of two (2) metres. Over this height the work is usually performed by specialist operators.

Most external walls are cleaned with a high pressure water jet.

Manual work is confined to restricted locations.

Equipment may include:

- high pressure water jet machine

Manufacturers' specifications and safety data are pre printed on:

- chemical containers
- material safety data sheets
- laminated cards at the work site or wall posters

Protective clothing may include:

- gloves
- safety glasses
- safety shoes
- face masks
- ear muffs/plugs
- overalls or as prescribed in regulations or by manufacturers of chemicals or equipment

Evidence Guide

Underpinning knowledge of:

- safe work practices
- external wall cleaning methods
- product knowledge
- enterprise and client job specifications
- cleaning and storage procedures
- environmental and work safety requirements

Underpinning skill:

- application of cleaning agents
- use of pressure jets on solid surfaces
- reporting procedures
- cleaning and storing of equipment and materials
- safe placement of barricades and signs
- waste management and disposal
- site inspection reports
- problem solving and communication
- basic numeracy and literacy
- dexterity in operating pressure jet equipment

This unit may be assessed in combination with Unit PRMCL11: Spot clean external surfaces to remove all visible marks and Unit PRMCL37: Carry out high level cleaning.

Competence is to be demonstrated through practical demonstrations over the full range of performance criteria. Consistency of outcomes over a period of time should form the basis for assessing practical job requirements. All safety requirements must be strictly observed.

Underpinning knowledge should be assessed through observation of work undertaken on external surfaces involving:

- the identification of relevant cleaning requirements
- planning and organising work including the procurement of equipment and materials that match job requirements
- the application of cleaning agents to remove spots on external surfaces
- the use of pressure jets to remove stubborn stains
- the disposal of wastes and the cleaning and storage of materials and equipment
- the finish achieved in relation to the job specification

Appreciation of the candidate's understanding of job requirements may be obtained through oral questioning about environmental and safety regulations associated with the use of pressure jets on rigid surfaces chemicals ph scales and the preparation and disposal of cleaning agents on and off site.

Basic literacy requirements include the ability to read and comprehend the requirements of enterprise procedures (where written) workshop manuals/bulletins and manufacturers' specifications.

Basic numeracy requirements include the ability to understand units of pressure associated with pressure jets.

Particular consideration should be given to assessing the candidate's understanding of hydrostatic (pressure) testing and the identification and use of specialised pressure jet equipment.

Other forms of evidence may include supervisor reports and customer satisfaction surveys.

Resources required for assessment:

- relevant equipment and materials including cleaning agents protective clothing and equipment barricades and safety signs equipment cleaning apparatus
- job specifications
- site safety requirements chemical colour code charts
- equipment operating specifications
- enterprise and manufacturer procedure manuals where relevant
- suitable venue with stained surface for cleaning
- access to a registered provider of assessment services

PRMCL13A Undertake detail clean of window coverings to remove all dirt and grime

Element	Performance Criteria
1. Review the need for cleaning window coverings	<ul style="list-style-type: none"> the client requirements for window cover cleaning and accessibility are confirmed the type of window covering and fixture method is identified the most effective method for removal cleaning and replacement is determined after consideration of location fixture and cleaning facilities available any pre existing damage to work site is reported immediately
2. Plan the job groups for window covering cleaning	<ul style="list-style-type: none"> job lots are calculated to ensure the coverings removed and cleaned at any one time do not exceed capacity of cleaning facility covering removal is planned to work in an orderly fashion one area at a time
3. Prepare the washing site	<ul style="list-style-type: none"> washing site is signed and barricaded in terms of safety regulations and company policy drying area is separated from the washing area to maximise drying effort and reduce incidence of over spray all electrical connections are made with safety connectors suitable for safe wet area operation all equipment is checked to be in good working order in accordance with manufacturers' specifications wash area has suitable drainage facilities in accordance with relevant environmental and local government requirements
4. Remove window coverings	<ul style="list-style-type: none"> window coverings are checked for correct operation and pre existing damage prior to removal written report is prepared on pre existing damage or operational faults all ladders are used in teams of two and overhead removal is carried out in accordance with relevant safety and company requirements no damage is caused to window coverings fittings or surrounding area during removal coverings are marked or tagged to clearly indicate site of removal to ensure correct replacement after detailing loose fittings are marked and stored securely at removal site ready for replacement

5. Wash and dry coverings	<ul style="list-style-type: none"> coverings are sorted between those requiring full immersion wash and wash down methods textile based coverings are dry cleaned or machine laundered in accordance with material manufacturers' instructions and/or client specifications all chemical solutions are prepared and used in a safe manner in accordance with manufacturers' specifications chemical solution is selected to suit material type ensuring the concentration will not damage covering when applied all chemical solution is rinsed with clean water before the solution dry to avoid smears and marks developing excess water is shaken or otherwise removed from the coverings prior to drying covering is dried evenly using open air or hot air blowers covering is checked and spot cleaned where necessary to complete the detail clean
6. Refit window coverings	<ul style="list-style-type: none"> coverings are refitted in team pairs to ensure coverings can be moved without damage coverings are refitted rolled up where possible to improve manoeuvrability covering is checked to be in good working order after refitting
7. Clean and restore wash area	<ul style="list-style-type: none"> wash area is mopped and squeegeed dry where appropriate to remove all excess moisture all traces of cleaning solution are removed and area is left in a neutral ph condition excess cleaning solution is disposed of in accordance with relevant environmental and local government regulations
8. Clean and store equipment	<ul style="list-style-type: none"> equipment is cleaned as per manufacturers' specifications cleaning agents polishes and used/dirty cloths are stored in accordance with manufacturers' specifications and relevant health and safety requirements cleaned equipment is stored in a manner that will maintain its function and is readily accessible for re use

Range of Variables

Window coverings include

- fixed pelmet system
- venetian blinds
- vertical blinds
- lined curtains
- unlined curtains
- holland blinds
- shutter systems
- awnings flywire and security screens

Window covering can be made from

- cloth
- vinyl
- metal
- plastic
- wood or textile

Equipment includes

- screwdrivers
- ladders
- hoses
- pressure washing equipment
- hot air dryers
- soft broom
- cleaning cloths

Manufacturers' specifications and safety data are pre printed on:

- chemical containers
- material safety data sheets
- laminated cards at the work site or wall posters

Protective clothing may include

- gloves
- safety glasses
- safety shoes
- face masks
- ear muffs/plugs
- overalls or as prescribed in regulations or by manufacturers of chemicals or equipment

Evidence Guide

Underpinning knowledge of:

- client requirements and job specifications
- fitting and removal procedures for window awnings blinds and coverings
- on site safe work practices and procedures
- spot identification and removal
- chemical scales
- chemical handling and disposal techniques
- safety and environmental protection regulations applying to the job

Underpinning skill:

- site inspection report preparation
- dexterity to fit safety connectors to electrical equipment
- manual handling
- basic literacy and numeracy
- basic wash down and full immersion wash techniques
- chemical lot break down

Competence is to be demonstrated over the full range of performance criteria. Consideration should be given to assessing consistency of outcome over a period of time. Candidates should therefore be given the opportunity to practise and undertake self assessment of performance before formal assessments are undertaken.

Underpinning knowledge may be inferred from observations of:

- selection and use of equipment including hand and power tools to dismantle clean and reassemble window treatments
- selection use cleaning and storage of equipment and materials used during cleaning operations
- finish obtained in relation to the job specification and client expectations
- cooperation and team work employed before during and after the job

Additional information may be obtained from oral questioning supervisors' reports and customer satisfaction surveys if necessary.

Basic literacy requirements include the ability to prepare and explain site reports follow simple written instructions – particularly in relation to the use of electrical equipment in wet areas.

Basic numeracy requirements include the ability to apply units of volume in breaking down bulk chemicals for use on site.

Resources required for assessment:

- access to relevant site(s) equipment and materials
- job specifications
- manufacturers' equipment operating specifications
- material safety data sheets
- worksafe codes of practice for window and window covering treatment/cleaning involving the use of ladders
- environmental protection authority guidelines on the management and disposal of waste water to public drains
- relevant equipment and materials including safety equipment and signs

PRMCL14A Maintain a clean room environment with no traces of visible dust

Element	Performance Criteria
1. Select and set up equipment	<ul style="list-style-type: none">all equipment is checked to ensure it is in good working condition to manufacturers' specifications and relevant safety regulationslint free cleaning cloths are selected to ensure no textile residue is left on cleaned surfacesvacuum cleaners are fitted with clean micron filters and bags tubing and tools are free of all visible dustcleaning solutions are prepared to manufacturers' recommended dilution in accordance with relevant safety regulationsbuffing brushes/pads appropriate to floor type are selected and checked to be free of all dust and soilcleaning cloths are impregnated with appropriate anti static solution to ensure wiped surfaces are discharged on applicationany pre existing damage to work site is reported immediately
2. Prepare room for cleaning	<ul style="list-style-type: none">all foreign articles are removed from the room prior to cleaning to provide clear accessall waste is removed and disposed of in accordance with client requirementsall movable furniture and fittings are shifted to allow access to hidden dust areasthe position of loose and temporary wiring is noted to ensure the integrity of connections is maintainedthe availability of power outlets suitable for cleaning equipment is established through liaison with clientroom cleaning procedures are planned to move from the highest to the lowest point within the room
3. Wipe all accessible surfaces	<ul style="list-style-type: none">all visible surfaces are wiped with anti static impregnated cloth whether dust is visible or notmarks are removed using minimal volume of appropriate spray solvent on selected cleaning clothexcess moisture or cleaning solution is wiped up immediately to ensure no leakage to equipment occurs
4. Apply vacuum extraction to inaccessible surfaces	<ul style="list-style-type: none">vacuum crevice tool is applied to all surfaces inaccessible to manual wiping and/or sightvacuum is plugged into allocated electrical outlets to avoid interference with any electronic systemscrevice tool is applied without damage to equipment furniture or fittings
5. Apply dust control mop	<ul style="list-style-type: none">dust mop is applied to all floor areas to ensure full coverage of areadust mop maintains floor contact at all times to ensure no dust becomes airborne

6. Damp mop floors if required by client	<ul style="list-style-type: none"> damp mop sufficiently moistened to remove dirt and dust is applied with minimal moisture being allowed to settle on surfaces moisture is kept away from all floor channels to ensure no contamination of any system wiring laid under raised floor
7. Buff floors if required by client	<ul style="list-style-type: none"> buffing machine is connected to client approved outlet to avoid disruption to system power supply buffing brushes/pads are fitted to ensure no textile residues are dispersed during application buffing machine is controlled to ensure no interference or damage to room systems occurs
8. Clean and store equipment	<ul style="list-style-type: none"> equipment is cleaned as per manufacturers' specifications cleaning agents polishes and used/dirty cloths are stored in accordance with manufacturers' specifications and relevant health and safety requirements cleaned equipment is stored in a manner that will maintain its function and is readily accessible for re use

Range of Variables

Clean rooms are rooms where the presence of visible dust presents a hazard to the safe operation of electronic equipment. It is not to be confused with a controlled particle level environment.

Examples of clean rooms are:

- specialised computer installation PABX room electronic manufacturing environments

Clean room cleaning incorporates a number of cleaning competencies to achieve the required outcomes and effective performance is based on their correct application as defined elsewhere.

Equipment may include:

- ladders
- vacuum unit
- dust mop
- lint free cleaning cloths
- mop head and bucket
- dust pan and broom

Chemicals include:

- solvent spray
- anti static solution
- anti static sprays

Surfaces cleaned in a clean room environment include:

- furniture
- fittings
- equipment casing
- cabling
- vents and grilles

Manufacturers' specifications and safety data are pre printed on:

- chemical containers
- material safety data sheets
- laminated cards at the work site or wall posters

Protective clothing may include:

- gloves
- safety glasses
- safety shoes
- face masks
- ear muffs/plugs
- overalls or as prescribed in regulations or by manufacturers of chemicals or equipment

Evidence Guide

Underpinning knowledge of:

- client requirements and job specifications
- room cleaning procedures
- health and safety procedures

Underpinning skill:

- manual handling
- work planning and organisation

Competence is to be demonstrated over the full range of performance criteria. Consideration should be given to assessing consistency of outcome over a period of time. Candidates should therefore be given the opportunity to practise and undertake self assessment of performance before formal assessments are undertaken.

Underpinning knowledge may be inferred from observations of:

- selection and use of equipment including electrical and hand tools used to extract and contain dust
- selection use cleaning and storage of equipment and materials used
- finish obtained in relation to the job specification and client expectations
- cooperation and team work employed before during and after the job

Additional information may be obtained from oral questioning supervisors' reports and customer satisfaction surveys if necessary.

Basic literacy requirements include the ability to follow simple written instructions relating to cleaning 'clean' rooms and complete simple job reporting tasks.

Resources required for assessment:

- access to relevant site(s) equipment and materials
- job specifications
- assessment instruments including personal planners and assessment record books
- job reporting forms
- access to a registered provider of assessment services

PRMCL15A Maintain furniture and fittings and dress an area or room

This unit covers all furniture and fittings including office equipment.

Element	Performance Criteria
1. Assess area to be cleaned and dressed	<ul style="list-style-type: none">• client requirements for presentation and layout of room are identified and followed accurately including restocking of consumable items• accessibility of area for cleaning is confirmed• type of furniture fittings and loose items are identified• degree and type of soiling is assessed so that suitable cleaning methods can be adopted• power supplies to electrical equipment are noted to ensure they are not interrupted during wiping operations• any pre existing damage to work site is reported immediately
2. Select and set up equipment	<ul style="list-style-type: none">• cleaning agents and equipment are selected to suit the type of surfaces and soil
3. Dust surfaces to remove waste where required	<ul style="list-style-type: none">• all waste is removed from surface using damp or dry dusting as appropriate• duster is moved around client merchandise or materials without change in location of items as specified by client or company policy
4. Damp wipe furniture and fittings to remove adhered soil where required	<ul style="list-style-type: none">• damp wiped surfaces are smear free without excess moisture or cleaning agent residue on the surface• cleaning agents are used in accordance with manufacturers' instructions and relevant health and safety regulations• wiped surfaces are free from soil and dried rapidly to avoid build up of further soil deposits on damp surface
5. Spot clean surfaces where required	<ul style="list-style-type: none">• spots are removed through application of cleaning agent as required by soil and surface type• difficult spots are removed in a safe manner with a sharp blade where suitable for surface type• non removable marks and spots are reported
6. Apply polish to restore applicable surfaces where required	<ul style="list-style-type: none">• all marks spots and stains are removed and surface is clean and dry prior to polishing• surface is cleared of all removable items within client instructions• polish is applied evenly and without excess following the grain where relevant to avoid scratching• surface is polished to required lustre
7. Clean and store equipment	<ul style="list-style-type: none">• equipment is cleaned as per manufacturers' specifications• cleaning agents polishes and used/dirty cloths are stored in accordance with manufacturers' specifications and relevant health and safety requirements• cleaned equipment is stored in a manner that will maintain its function and is readily accessible for re use

Range of Variables

Furniture and fittings can include:

- desks
- tables
- chairs
- computers
- filing cabinets
- clocks
- stoves
- lamps
- railing
- window sills
- skirting
- doors
- door handles
- light switches
- telephone hand sets
- air conditioning vents
- lights ceiling fans
- blinds curtains
- grilles
- refrigerators
- picture frames
- shelves
- compactus
- work stations
- showcases
- bars
- beds
- bedside cupboards etc.

Loose items may include:

- cups and saucers
- kitchen implements
- signs
- mats
- bins
- ash trays
- electrical leads
- wall charts
- books
- consumables such as soaps food and drink etc.

Cleaning agents may include:

- hot water
- detergent and a cleaning chemical
- polishes

Dusting:

- dusters/mini mops are made of natural fibre lambs wool or feathers and are lint free
- the cleaning surface is attached to a stick at one end
- dusters are soft and will not damage surfaces
- dusters can be dry or impregnated with a cleaning oil and also may be anti static

Damp wiping:

- all electrical equipment is wiped and not sprayed in order to avoid possibility of electrical shock and/or equipment damage

A typical wiping kit includes:

- lint free cleaning cloths
- bucket
- cleaning agent
- oil impregnated cloth
- solution for wiping indoor plant leaves

Surfaces that may be polished include:

- timber
- brass
- silver
- stainless steel
- glass

A polishing kit may include:

- polishing cloths
- polishing chemicals (agents)
- scourers
- buckets

Polishing cloths are usually 100% cotton lint free colour fast absorbent.

Polishing agents include:

- neutral detergents
- alkaline based compounds
- silicon based
- methylated spirits
- ammonia based compounds
- stainless steel oil
- wood polish and waxes etc.

Damage caused by polishing can include:

- stains left on surface
- streaking
- scratching
- chemical bonding with surface

Oils/wax are usually used on absorbent surfaces where the application protects the surface in addition to providing a lustre.

Dressing:

- room dressing is the placement and location of furniture fixtures and loose items to maintain an orderly presentation

Room dressing is usually performed in:

- hotels
- motels
- offices
- food courts
- public areas merchandising areas
- hospital wards
- lounges etc.

Room or area dressing is usually done as part of a daily cleaning routine.

General:

- environmental regulations are federal state or local government requirements on disposal of waste
- legislation includes the principal Occupational Health and Safety Act in each state and territory relevant regulations and codes of practice the relevant national occupational health and safety standards and Australian standards or guidance referenced by such legislation

Manufacturers' specifications and safety data are pre printed on:

- chemical containers
- material safety data sheets
- laminated cards at the work site or wall posters

Personal protective equipment may include:

- gloves
- safety glasses
- safety shoes
- face masks
- ear muffs/plugs
- overalls
- or as prescribed in regulations or by manufacturers of chemicals or equipment

Evidence Guide

Underpinning knowledge of:

- client requirements and job specifications
- room cleaning procedures: dusting polishing damp wiping
- health and safety procedures
- waste sorting and handling procedures

Underpinning skill:

- manual handling
- work planning and organisation

Competence is to be demonstrated over the full range of performance criteria. Consideration should be given to assessing consistency of outcome over a period of time. Candidates should therefore be given the opportunity to practise and undertake self assessment of performance before formal assessments are undertaken.

Underpinning knowledge may be inferred from observations of:

- selection and use of equipment including electrical and hand tools used to extract and contain dust
- selection use cleaning and storage of equipment and materials
- selection of cleaning and polishing agents and their application to various surfaces and materials
- finish obtained in relation to the job specification and client expectations

Additional information may be obtained from oral questioning supervisors' reports and customer satisfaction surveys if necessary.

Basic literacy requirements include the ability to follow simple written instructions relating to dusting and cleaning rooms and complete simple job reporting tasks.

Resources required for assessment:

- access to relevant site(s) equipment and materials
- job specifications
- assessment instruments including personal planners and assessment record books
- job reporting forms
- access to a registered provider of assessment services

PRMCL11A Spot clean external surfaces to remove all visible marks

This unit covers the cleaning of external surfaces including the removal of graffiti.

Unit PRMCL36: Carry out high level cleaning may need to be associated where cleaning is carried out above ground level.

Element	Performance Criteria
1. Select and set up equipment	<ul style="list-style-type: none">• client is notified of work prior to commencement and accessibility confirmed• type of wall surface and nature of soiling is identified to determine the kind of removal method and equipment required• all equipment is checked to be clean and in good working order• chemical agents suitable to soil type that will not damage wall surface are decanted and diluted safely in accordance with manufacturers' specifications• work area is signed and barricaded to reduce risk of accident in accordance with relevant safety requirements• protective clothing is selected and worn in accordance with manufacturers' specifications and relevant safety requirements• where the use of ladders is required work is organised in teams of two• any pre existing damage to work site is reported immediately
2. Identify need for spot cleaning	<ul style="list-style-type: none">• inspections of external walls are carried out to identify areas requiring spot cleaning• reports of graffiti are reviewed to identify if work required can be attended to within relevant specification
3. Apply cleaning agent	<ul style="list-style-type: none">• selected cleaning agent is applied direct to spot without overspread and allowed sufficient time to act• area is rinsed with neutral detergent solution before cleaning agent is dry to remove all traces of soil markings and cleaning solution• spots or markings that cannot be removed completely are reported as appropriate for further attention
4. Clean and store equipment	<ul style="list-style-type: none">• equipment is cleaned as per manufacturers' specifications• cleaning agents polishes and used/dirty cloths are stored in accordance with manufacturers' specifications and relevant health and safety requirements• cleaned equipment is stored in a manner that will maintain its function and is readily accessible for re use

Range of Variables

Work can be performed as part of routine cleaning activity or as a separate operation.

External wall cleaning under contract is usually only performed up to a height of two (2) metres. Over this height the work is usually performed by specialist operators.

External walls can be:

- terrazzo
- ceramic
- brick
- concrete
- steel
- wood
- metal etc.

Some wall surfaces are only cleaned by specialists eg. sandstone in Heritage locations.

Types of spot soiling include:

- graffiti (texta paint ink) encrusted human waste scuff marks etc.

Chemicals used include common neutral detergent and specialised graffiti removal agent which is environmentally sensitive and safe for normal operator use. Can be used at three levels of dilution depending on type of soil/mark.

Equipment includes:

- scourer pad
- scrubbing brush
- cleaning cloth
- A frame ladder
- spray bottle

Manufacturers' specifications and safety data are pre printed on:

- chemical containers
- material safety data sheets
- laminated cards at the work site or wall posters

Protective clothing may include:

- gloves
- safety glasses
- safety shoes
- face masks
- ear muffs/plugs
- overalls or as prescribed in regulations or by manufacturers of chemicals or equipment

Evidence Guide

Underpinning knowledge of:

- safe work practices
- external wall cleaning methods
- product knowledge
- enterprise and client job specifications
- cleaning and storage procedures
- environmental and work safety requirements

Underpinning skill:

- application of cleaning agents
- reporting procedures
- cleaning and storing of equipment and materials
- safe placement of barricades and signs
- waste management and disposal
- site inspection reports
- problem solving and communication
- basic numeracy and literacy

- dexterity in operating equipment

This unit may be assessed in combination with Unit PRMCL12A: Wash external surfaces to remove all visible dust and grime and Unit PRM CL36: Carry out high level cleaning.

Competence is to be demonstrated through practical demonstrations over the full range of performance criteria. Consistency of outcomes over a period of time should form the basis for assessing practical job requirements. All safety requirements must be strictly observed.

Underpinning knowledge should be assessed through observation of work undertaken on external surfaces involving:

- the identification of relevant cleaning requirements
- planning and organising work including the procurement of equipment and materials that match job requirements
- the application of cleaning agents to remove spots on external surfaces
- the use of chemicals to remove stubborn stains
- the disposal of wastes and the cleaning and storage of materials and equipment
- the finish achieved in relation to the job specification

Appreciation of the candidate's understanding of job requirements may be obtained through oral questioning about mixing and disposing of chemicals used on external walls.

Basic literacy requirements include the ability to read and comprehend the requirements of relevant enterprise procedures (where written) workshop manuals/bulletins and manufacturers' specifications.

Basic numeracy requirements include the ability to understand units of volume associated with breaking down large quantities of chemicals or combining chemicals to form compounds suitable for use in cleaning external surfaces.

Other forms of evidence may include supervisor reports and customer satisfaction surveys.

Resources required for assessment:

- relevant equipment and materials including cleaning agents protective clothing and equipment barricades and safety signs equipment cleaning apparatus
- job specifications
- site safety requirements chemical colour code charts
- equipment operating specifications
- enterprise and manufacturer procedure manuals where relevant
- suitable venue with stained surface for cleaning
- access to a registered provider of assessment services

PRMCL17A Maintain wet area in an odour free soil and hazard free condition

Amenities area cleaning is the maintenance of wet areas in a soil and hazard free condition with no distasteful or unpleasant odour.

Element	Performance Criteria
1. Assess area to be cleaned	<ul style="list-style-type: none">• area is available for cleaning without disruption to client activities• the wet area is checked for health and safety hazards and appropriate action taken to avoid exposure to risk• the operation and condition of fixtures and fittings is checked and any maintenance requirements reported to supervisor• areas requiring special attention including graffiti are identified• suitability of area for hosing is determined• any pre existing damage to work site is reported immediately
2. Set up work area	<ul style="list-style-type: none">• materials and equipment to suit wet area layout and surface types are selected• all equipment is checked to be in good working condition and free from soil• deodorising chemicals are obtained and handled in accordance with manufacturers' and relevant health and safety requirements• supplies of consumable items are obtained in quantities sufficient to replace normal usage• items of protective clothing are obtained and checked to be in good working order• area is decommissioned and suitable barricades and signs are put in place in accordance with relevant legislation company policy and industry codes of practice
3. Remove soil from surface areas	<ul style="list-style-type: none">• all loose waste is removed from area prior to surface cleaning commencing• cleaning solutions are applied to appropriate surfaces in accordance with manufacturers specifications and relevant health and safety requirements• soil is removed from fixtures and fittings which are left in a smear free condition without chemical residue• floors are left in a soil free condition with minimal surface water• all work is carried out in a safe manner in accordance with relevant occupational health and safety company and client requirements• appropriate protective clothing is worn to protect against hazards of location materials and equipment• heavy soil graffiti and stained surfaces are treated to restore appearance or reported where further specialist treatment is necessary• work is completed where possible at an exit point with floors being the last area cleaned
4. Replenish and replace consumables	<ul style="list-style-type: none">• the level of consumables is assessed and adjusted as required• soiled items are laundered where appropriate

5. Clean and store equipment	<ul style="list-style-type: none"> • equipment is cleaned as per manufacturers' specifications • cleaning agents polishes and used/dirty cloths are stored in accordance with manufacturers' specifications and relevant health and safety requirements • cleaned equipment is stored in a manner that will maintain its function and is readily accessible for re use
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Range of Variables

Wet areas include:

- restroom
- toilet
- bathroom
- change room
- ensuite
- spa
- wash up area

Specific areas such as:

- kitchens
- laundries
- swimming pools
- clinics
- laboratories generally require special cleaning procedures

A fixture may include:

- hand basin
- sink
- trough
- cleaners sluice
- toilet bowl and cistern
- urinal (trough and wall)
- bidet
- bath
- spa
- shower
- vanity unit
- mirror
- hand dryer
- paper dispenser
- rack
- tap
- soap dispenser
- rubbish receptacle

Surface types include:

- ceramics and porcelain
- vinyl
- terracotta
- laminates
- stone
- glass
- plastic
- metal

Material and equipment may include:

- absorbent cleaning cloths
- all purpose neutral detergent
- window cleaning agent
- needle hazard disposal unit
- mops
- brooms
- hose and nozzle

Usually equipment is transported on a suitable 'cleaners trolley'.

Wet areas are usually cleaned individually.

Some work sites may require gender separation in restroom areas.

Hazards and risks may include:

- blood and blood products
- slippery surfaces
- loose electrical fittings
- broken glass
- high bacteria growths
- needle stick injuries
- cuts from sharp surfaces
- inhaling fumes from strong cleaning agents
- allergic reaction to cleaning agents

Cleaning agents may include:

- neutral PH detergents
- acidic toilet bowl cleaners for porcelain usage
- graffiti remover

Consumables include:

- paper towels
- cloth towels
- liquid and bar soap
- personal toiletries where provided
- toilet paper deodorant blocks 'toilet lollies'

Legislation includes the principal Occupational Health and Safety Acts in each State and Territory relevant regulations and codes of practice the relevant national occupational health and safety standards and Australian Standards or guidance referenced by such legislation.

Manufacturers' specifications and safety data are pre printed on:

- chemical containers
- material safety data sheets
- laminated cards at the work site or wall posters

Personal protective equipment may include:

- gloves
- safety glasses
- safety shoes
- face masks
- ear muffs/plugs
- overalls or as prescribed in regulations or by manufacturers of chemicals or equipment

Evidence Guide

Underpinning knowledge of:

- client requirements and job specifications
- biological and viral control procedures
- sterilizing procedures
- enterprise health and safety policy and procedures
- product knowledge
- WORKSAFE and EPA codes of practice

Underpinning skill:

- waste sorting storage and disposal techniques
- work planning and organisation
- disinfectant techniques
- incident reporting
- manual handling
- dusting cleaning polishing and buffing
- customer service and communication

Competence is to be demonstrated under workplace conditions. Consideration should be given to assessing consistency of outcome over a period of time. Candidates should therefore be given the opportunity to practise and undertake self assessment of performance before formal assessments are undertaken.

Underpinning knowledge may be inferred from observations of:

- planning and organising work to minimise risks to health safety and environmental degradation
- selection of disinfectants fungicides and other cleaning agents
- application of full strength or diluted solvents and other cleaning agents to treat wet areas
- cleaning and storage of equipment used in cleaning and disinfectant processes
- finish obtained in relation to job specifications
- hazard and incident reporting

Particular attention needs to be paid to:

- controlling public access to wet areas during cleaning
- managing the generation handling and disposal of waste residues from the cleaning process
- attention to manufacturers' directions for mixing compounds especially caustic soda with water and bleaches with detergents
- tagging of damaged or exposed cords
- removal and handling of waste receptacles and soiled items

Additional information may be obtained from oral questioning supervisors' reports and customer satisfaction surveys if necessary.

Basic literacy requirements include the ability to follow simple written instructions relating to wet area cleaning and complete simple job reporting tasks.

Basic numeracy includes the requirement to breakdown bulk chemicals and measure portions for preparing solvent/cleaning compounds. Other basic numeracy skills include the requirement to calculate and measure supplies needed to replenish consumables.

Resources required for assessment:

- access to relevant site(s) equipment and materials
- job specifications
- assessment instruments including personal planners and assessment record books
- job reporting forms
- manufacturers' cleaning and storage specifications
- enterprise safety procedures

PRMCL19A Remove waste to maintain a tidy environment/area

Element	Performance Criteria
1. Obtain waste pickup equipment	<ul style="list-style-type: none">waste pickup equipment is checked to be in good working order in accordance with manufacturers' specificationsprotective clothing appropriate to the type of waste to be collected is selecteddeodorising detergent agent is selected and handled in accordance with manufacturers' and relevant occupational health and safety requirementsany pre existing damage to work site is reported immediately
2. Transfer waste to portable carrier	<ul style="list-style-type: none">waste is assessed for health and safety risks and handled in accordance with relevant company client and occupational health and safety requirementswhere required waste receptacles and surrounds are spot cleanedsoiled liners are replaced where required to minimise buildup of odour and maintain a soil free appearancewaste carrier is not overfilled to avoid spillage during transport and keep within specified weight limits
3. Deliver waste to disposal point	<ul style="list-style-type: none">all waste is removed promptly from client area to avoid buildup of unpleasant odourswaste is transported to disposal point by the shortest practical route and without spillage or damage to client premisesmanual lifting of waste carriers is carried out within relevant occupational health and safety requirementsmechanical lifting devices are fitted correctly to carrier and operated in accordance with manufacturers' specificationsreports are made to supervisor of any hazardous waste identified or when disposal unit is full
4. Identify and sort waste where required	<ul style="list-style-type: none">the components of the waste stream are identified accuratelyrecyclable materials are identified and separated as appropriate
5. Clean and store equipment	<ul style="list-style-type: none">equipment is cleaned as per manufacturers' specificationscleaning agents polishes and used/dirty cloths are stored in accordance with manufacturers' specifications and relevant health and safety requirementscleaned equipment is stored in a manner that will maintain its function and is readily accessible for re use

Range of Variables

Waste collection is usually conducted on a daily basis as part of a regular cleaning routine.

Cleaners removal of waste may involve sorting for recycling.

At some sites the contractor may also be involved in the transport of bulk or recyclable waste.

Toxic or other dangerous wastes or high security waste are usually dealt with by specialist removal contractors.

Waste is usually removed using a suitably designed waste bag on a cleaner's trolley.

Disposal point for waste is normally specified by the client.

Disposal receptacles include:

- compactors
- dump master
- large waste bins
- open trucks

Equipment can include:

- pick up trolley
- wheelie bins (mobile garbage bins)
- cleaning cloths
- cleaning agents
- bin liners

Waste types include:

- contaminated/hazardous biological:
- blood and other human waste
- syringes and needles
- cytotoxic waste
- soiled and disposable linen

Chemical/metal:

- small machine replacement parts such as photocopying
- printing
- computing equipment

General waste:

- wet and dry materials such as foodstuffs drinks
- paper
- packaging materials

Rubbish bin types include:

- recycle bins
- general purpose bins
- wet rubbish bins
- restroom paper bins
- needle hazard disposal units

Legislation includes the principal Occupational Health and Safety Acts in each State and Territory relevant regulations and codes of practice the relevant national occupational health and safety standards and Australian Standards of guidance referenced by such legislation.

Manufacturers' specifications and safety data are pre printed on:

- chemical containers
- material safety data sheets
- laminated cards at the work site or wall posters

Personal protective equipment may include:

- gloves
- safety glasses
- safety shoes
- face masks

- ear muffs/plugs
- overalls or as prescribed in regulations or by manufacturers of chemicals or equipment

Evidence Guide

Underpinning knowledge of:

- location of stores of waste pick up equipment
- waste transfer procedures
- waste identification and sorting
- job specification and procedures
- occupational health and safety codes of practice
- product knowledge including types of waste pick up equipment and materials

Underpinning skill:

- manual handling
- stores requisitioning
- reporting communication
- equipment cleaning storing and safe disposal
- planning and organising work

Competence is to be demonstrated on the job over the full range of performance criteria. Consistency of outcomes over a period of time should form the basis for assessing the practical job requirements. All safety equipment and procedures must be strictly observed.

Opportunities for practice and self assessment under the guidance of a person deemed to be competent in the work area should be provided in advance of a formal assessment by an independent assessor.

Evidence of underpinning knowledge and skill may be obtained from observation of performance in relation to:

- planning and organising work
- breaking down the load
- selection and use of liners and waste storage receptacles which meet clients' waste requirements
- reporting near misses and problems encountered on the job
- fitting and using mechanical lifting devices

Supplementary evidence to indicate consistency of performance over time may be obtained from job reports and client satisfaction surveys

Resources required for assessment:

- access to a suitable venue equipment and materials
- personal planners assessment instruments and assessment records
- access to a registered provider of assessment services
- job specifications
- equipment and material manufacturers' operating specifications

CHCCPS1A Assist with client/patient mobility

This unit is concerned with the ability to efficiently and safely assist with client/patient mobility.

Element	Performance Criteria
1. Prepare to move client/patient	<ul style="list-style-type: none">• client/patient is consulted throughout the lift or transfer• client/patient confidentiality and privacy are maintained• liaison occurs with key professional worker on preferred movement prior to moving client/patient• an explanation is given to the client/patient about the movement activity to be undertaken and why• instructions are interpreted and carried out correctly• clarification is sought from key professional worker when necessary
2. Move client/patient	<ul style="list-style-type: none">• client/patient is moved and/or transported according to established procedures and practices• equipment and instructions are checked prior to usage• given aids are used according to established procedures and practices

Range of Variables

Key professional workers may include:

- aboriginal health worker
- medical practitioner
- physiotherapist
- registered nurse

Assisting with client/patient mobility relates to lifting moving and transporting and may include:

- a direction to move a client/patient to/from amenities to/from medical services and other areas as requested
- sitting out a client/patient
- assisting a client/patient to return to bed
- transporting a patient outside

Moving and transporting will be carried out within requirements established by:

- occupational health and safety legislation and Privacy legislation

Assisting with client/patient mobility includes:

- supporting and positioning client/patient in a caring manner that maintains the dignity of the client/patient and ensures the safety of the worker
- ensuring optimal safety and comfort of all clients/patients maintaining privacy refraining from discussion over client/patient
- exercising extreme care so as not to jolt or bump the client/patient whilst transporting

Assisting with transporting a client/patient may include:

- transporting client/patient to appointments clinics
- supporting accompanying or escorting a mobile person
- assisting with lifting and positioning of client/patient
- assisting with general client/patient ambulation

Lifting and moving clients/patients involves:

- use of equipment
- manual handling techniques
- lifting and moving techniques

Transporting clients/patients may require two or more people.

Equipment and aids used may include:

- lifting machines
- lifting frames
- draw sheets
- chair lifts, wheelchairs
- walking sticks and frames
- trolleys
- chairs
- commodes
- hoists
- patient handling aids eg. slide board swivel board sling slippery sam

Instructions regarding the transporting of clients/patients may be received from:

- individual's care plan
- the client/patient
- key professional worker/s

Evidence Guide

Critical aspects of assessment:

- work is performed in a safe manner
- instructions regarding the transporting of clients/patients may be received from individual's care plan the client/patient or key professional worker/s

Underpinning knowledge of:

- safe and healthy work practices including the use of personal protective equipment
- roles and responsibilities relevant to manual handling equipment
- client/patient condition as it relates to lifting/transporting
- principles and requirements of the relevant state/territory occupational health and safety legislation

Underpinning skills of:

- language and literacy skills appropriate to the role and workplace requirements
- range of mobility and transfer techniques as required by the enterprise and occupational health and safety policies
- manual handling techniques
- communication skills to consult with the client/patient and staff members

Resource implications:

- resource requirements include equipment such as wheelchairs and hoists

Consistency in performance:

- it is recommended that assessment may take place on more than one occasion to cover a variety of situations

Context for assessment:

- this unit of competency may be assessed on the job or through simulation

CHCCPS2A Handle and transport goods

This unit is concerned with the ability to handle move and transport a range of equipment furniture medical gases and stock.

Element	Performance Criteria
1. Lift and move a range of equipment	<ul style="list-style-type: none">• specific instructions for lifting and moving are followed• equipment is connected/disconnected as instructed• goods are lifted and moved according to established safety procedures and with care• appropriate routes are selected for the equipment being moved
2. Collect and deliver equipment and/or furniture	<ul style="list-style-type: none">• equipment and/or furniture is taken to the appropriate area for repair and delivered to either the workshop supervisor or service area• where appropriate equipment and/or furniture is cleaned prior to moving• repaired equipment and/or furniture is returned to relevant ward/section
3. Follow safe procedures in handling and storing of medical gases	<ul style="list-style-type: none">• manufacturers specifications are checked prior to usage• the type of gas cylinder chosen and its use are appropriate• gases are stored and handled according to safety regulations/specifications• appropriate documentation is completed

Range of Variables

Goods include:

- equipment
- furniture
- medical gases
- stock

Handling and transporting goods includes:

- general equipment and furniture
- equipment used in specialty areas
- lifting and moving as well as storage procedures
- handling of medical gases

Safe procedures for handling and storing medical gases include delivery and change over of gas cylinders

Evidence Guide

Critical aspects of assessment:

- work is performed in a safe manner
- instructions regarding the transporting of clients/patients may be received from key professional worker/s supervisors

Underpinning knowledge of:

- safe and healthy work practices including the use of personal protective equipment
- roles and responsibilities relevant to manual handling equipment
- principles and requirements of the relevant state/territory occupational health and safety legislation

Underpinning skills of:

- language and literacy skills appropriate to the role and workplace requirements
- range of mobility and transfer techniques as required by the enterprise and occupational health and safety policies
- manual handling techniques
- safe handling of medical gases

Resource implications:

- resource requirements include equipment such as trolleys

Consistency in performance:

- it is recommended that assessment may take place on more than one occasion to cover a variety of situations

Context for assessment:

- this unit of competency may be assessed on the job or through simulation

CHCCPS3A Prepare a bed for occupancy

This unit is concerned with the ability to apply bed making practices to a range of 'beds' for occupancy and/or to apply bed making practices when the occupant of the bed has temporarily left the bed

Element	Performance Criteria
1. Prepare area for bed making	<ul style="list-style-type: none">personal protective equipment is used according to enterprise policybed height is adjusted as necessarybed and surroundings are cleared of medical and other equipment before bed is stripped where necessarybed linen is checked for displaced personal aids/equipment and such aids/equipment are placed in appropriate area/container
2. Make bed	<ul style="list-style-type: none">bed linen is stripped where necessaryinfectious waste and soiled linen is removed and placed in appropriate containerbed is disinfected according to established procedures where necessaryclean bed linen is placed on bed in accordance with enterprise proceduresexisting bed linen is re positioned where the occupant of the bed has temporarily left the bedreusable clean bed linen is handled according to enterprise proceduresmattresses and pillows are cleaned regularly in accordance with enterprise policy
3. Leave bed ready for occupancy	<ul style="list-style-type: none">bed height is adjusted for occupancy and brakes are applied according to bed typebed and equipment/aids are kept accessible and bed is left ready for occupancydamaged and/or faulty beds equipment mattresses pillows and linen are reported to appropriate personnelcleaning implements are cleaned (or disposed of appropriately) and returned to correct storage areas

Range of Variables

Bed linen may include:

- sheets
- blankets
- quilts
- pillow cases
- under blankets

Beds may include:

- striker bed
- maternity delivery bed
- cot
- renal chair
- balkan beam
- trolley
- paediatric bed
- isolettes etc

Equipment may include:

- pressure care devices eg. Roho mattress egg carton mattress foam mattress
- bedside table
- bed end note holder
- chair lifts
- walking frames/sticks
- commodes
- slings
- splints
- personal aids such as hearing aids, glass eyes, false teeth, breast prosthesis, false limbs

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

Evidence Guide

Critical aspects of assessment:

- work is performed in a safe manner
- correct disposal of infectious waste

Underpinning knowledge of:

- safe and healthy work practices including the use of personal protective equipment
- cleaning procedures for different bed types
- infection control procedures

Underpinning skills of:

- language and literacy skills appropriate to the role and workplace requirements
- manual handling techniques
- hospital corners for bed making

Resource implications:

- resource requirements include equipment such as beds and renal chairs

Consistency in performance:

- it is recommended that assessment may take place on one occasion

Context for assessment:

- this unit of competency may be assessed on the job or through simulation

CHCCPS6A Transport specimens and deceased persons

This unit is concerned with the ability to efficiently and sensitively transport specimens and bodies.

Element	Performance Criteria
1. Transport bodies in accordance with relevant legislation	<ul style="list-style-type: none">• identification is checked and confirmed with records• all relevant documentation is processed in accordance with established procedures• confidentiality of details and processes is maintained according to enterprise guidelines• bodies are treated with respect and in accordance with any cultural requirements• the relevant legislation is complied with• minimum contact with the public occurs when transporting bodies• body is released to authorised personnel• unnecessary delay is avoided in the transporting of bodies
2. Assist in collection and/or transportation of specimens	<ul style="list-style-type: none">• collection of organs and tissues is assisted with as required• transport of specimens is carried out using established processes and procedures
3. Transfer bodies in the mortuary	<ul style="list-style-type: none">• bodies are transferred from trolley to vacant mortuary body tray in accordance with enterprise procedures and practices• mortuary security procedures are applied

Range of Variables

Relevant legislation may include:

- human tissue acts
- public health regulations

Bodies are prepared for transportation by authorised personnel.

Mortuary security procedures will be determined by enterprise policies.

Authorised personnel may include:

- coroner
- forensic medical staff
- funeral directors
- family/advocates
- police
- key professional worker/s eg. aboriginal health worker medical practitioner physiotherapist registered nurse

Specimens may include:

- urine
- swabs
- histology pots
- body parts
- sputum
- blood gases
- blood samples

Evidence Guide

Critical aspects of assessment:

- work is performed in a safe manner
- instructions regarding the transporting of clients/patients may be received from key professional worker/s supervisors
- bodies are moved in a sensitive manner

Underpinning knowledge of:

- safe and healthy work practices including the use of personal protective equipment
- roles and responsibilities relevant to manual handling equipment
- principles and requirements of the relevant state/territory occupational health and safety legislation
- cultural requirements relating to death
- basic grief management/theory practices

Underpinning skills of:

- language and literacy skills appropriate to the role and workplace requirements
- manual handling techniques
- use of hydraulic trolley

Resource implications:

- resource requirements include equipment such as trolleys

Consistency in performance:

- it is recommended that assessment may take place on one occasion

Context for assessment:

- this unit of competency may be assessed on the job or through simulation

CHCFP1A Present food

This unit is concerned with the ability to portion plate and present food.

Element	Performance Criteria
1. Prepare food for service	<ul style="list-style-type: none">• foods are selected correctly for menu items• foods are prepared according to standard recipes• sauces and garnishes are arranged to enterprise requirements on a specific dish
2. Portion and plate food	<ul style="list-style-type: none">• sufficient supplies of clean undamaged crockery are available at temperatures appropriate to food being served• food is accurately portioned using standard portion sizes and/or individual requirements• food is plated without drips or spills and presented neatly and attractively to enterprise requirements on the specific dish• food is maintained at appropriate temperature when plating holding and serving• where appropriate food is presented in bain maries or display fridges attractively without drips or spills and with attention to colour and temperature control

Range of Variables

Portion and plating of food may involve:

- conveyor system
- manual systems
- table serve
- cafeteria/bistro
- buffet
- kiosk

Evidence Guide

Critical aspects of assessment:

- work is performed in a safe manner

Underpinning knowledge of:

- safe and healthy work practices including the use of personal protective equipment
- basic products and menu types to suit client/patient groups
- food safety principles and regulations

Underpinning skills of:

- language and literacy skills appropriate to the role and workplace requirements
- manual handling techniques
- safe food handling practices

Resource implications:

- resource requirements include equipment such as crockery

Consistency in performance:

- it is recommended that assessment may take place on one occasion

Context for assessment:

- this unit of competency may be assessed on the job or through simulation

CHCFP4A Prepare appetisers, salads and sandwiches

This unit is concerned with the ability to prepare present and store appetisers, salads and sandwiches.

Element	Performance Criteria
1. Prepare and present salads and dressings	<ul style="list-style-type: none">• ingredients for salads and dressings are correctly chosen according to standard or enterprise recipes• a range of salads is prepared with seasonal ingredients to an acceptable enterprise standard• sauces and dressings are prepared to either incorporate into or accompany salads• salads are presented in a manner acceptable to type of service and client/patient group• salads are prepared within set time frames to ensure freshness quality and to maintain food safety• accurate portion control is implemented to meet the needs of the client/patient group minimise wastage and produce consistency
2. Prepare and present a range of hot and cold appetisers	<ul style="list-style-type: none">• appetisers are produced using the correct ingredients to an acceptable enterprise standard• where required glazes are correctly selected and prepared• the correct equipment is chosen to assist in the manufacturing of appetisers• quality trimmings or other leftovers are productively utilised where and when appropriate
3. Prepare and present a variety of sandwiches	<ul style="list-style-type: none">• bases are selected from a range of bread types• ingredients for fillings are selected and combined so they are appropriate and compatible• sandwiches are presented according to enterprise requirements• equipment for toasting and heating is appropriately selected and correctly used• sandwiches are prepared within set time frames to ensure freshness quality and to maintain food safety
4. Apply organisational skills for work flow planning and preparation	<ul style="list-style-type: none">• salads appetisers and sandwiches are prepared and presented in a logical and sequential manner within the required time frame
5. Store appetisers salads and/or sandwiches	<ul style="list-style-type: none">• appetisers salads and sandwiches are correctly stored to maintain freshness quality and to maintain food safety

Range of Variables

Preparation of appetisers salads and sandwiches will be carried out within requirements established by:

- recognised culinary principles and procedures
- catering practices and policies

Appetisers are foods which by definition stimulate appetites and may be:

- hot
- cold
- classical

- modern
- varying in ethnic and cultural origins
- hors d'oeuvres
- canapes
- savouries

Salads may be:

- classical
- contemporary
- cold
- warm
- hot
- using a diverse range of ingredients
- preparing salads may involve the cooking of some ingredients

Sandwiches may be:

- classical
- modern
- hot
- cold
- using a range of bread types
- incorporate nutritious fillings

Quantities may vary from small to large (>50)

Evidence Guide

Critical aspects of assessment:

- work is performed in a safe manner
- agreed standard recipe used
- evidence should demonstrate the ability to efficiently and confidently prepare and present appetisers, salads and sandwiches to enterprise standards

Underpinning knowledge of:

- safe and healthy work practices including the use of personal protective equipment
- principles of nutrition including food selection and cookery methods that comply with the dietary guidelines for Australians (adults children and adolescents)
- food safety principles and practices
- enterprise standard of presentation

Underpinning skills of:

- language and literacy skills appropriate to the role and workplace requirements
- manual handling techniques
- safe food handling practices

Resource implications:

- resource requirements include access to a kitchen

Consistency in performance:

- it is recommended that assessment may take place on one occasion

Context for assessment:

- this unit of competency may be assessed on the job or through simulation

CHCT2A Receive transport and store food in a safe and hygienic manner

This unit is concerned with the ability to receive transport and store food in a safe and hygienic manner according to enterprise and statutory requirements.

Element	Performance Criteria
1. Receive and check food deliveries	<ul style="list-style-type: none">• food deliveries are received and checked against order and delivery forms for quality and quantity• temperature of delivered goods is checked to ensure it is within specified food regulations• defects are reported to designated person
2. Transport food safely and hygienically	<ul style="list-style-type: none">• food is packaged loaded restrained and unloaded appropriately• hygienic work practices are employed and occupational health and safety regulations are observed• appropriate records of food transportation are maintained including time and temperature
3. Store food safely and hygienically	<ul style="list-style-type: none">• food storage environments are selected appropriate to specific food type• appropriate environmental conditions for specific food types are maintained• hygienic work practices are employed and occupational health and safety regulations are observed• nutritional quality is optimised• storage area is kept free from contaminants

Range of Variables

Foods may be:

- chilled
- frozen
- fresh food
- planted
- packaged
- bulk

Food types include:

- dairy fruit and vegetables
- dried goods
- meat and fish

Transporting and storing food may include:

- using hot boxes to deliver meals to patients/clients
- client/patient/staff take away food packs
- chilled and frozen food
- excursions/recreational activities
- staff shopping for food
- transporting food in private motor vehicle

Food transportation records include:

- time
- temperature

Environmental food conditions may include:

- temperature
- humidity

Evidence Guide

Critical aspects of assessment:

- work is performed in a safe manner
- safe food handling practices are used

Underpinning knowledge of:

- safe and healthy work practices including the use of personal protective equipment
- roles and responsibilities relevant to manual handling equipment
- storage requirements of specific food types
- food safety principles and regulations
- hazard analysis and critical control point (HACCP) principles and stock control

Underpinning skills of:

- language and literacy skills appropriate to the role and workplace requirements
- manual handling techniques
- safe food handling practices

Resource implications:

- resource requirements include equipment such as hot boxes

Consistency in performance:

- it is recommended that assessment may take place on one occasion

Context for assessment:

- this unit of competency may be assessed on the job or through simulation

CHCT3A Apply safe food hygiene practices

This unit is concerned with the ability to apply safe food hygiene practices in food service operations.

This unit is based on but not equivalent to the Commercial Catering Competency Standards (199x) units of competency *Implement hygienic practices (INT8)* and *Maintain safe and hygienic standards and practices (BCC11)*.

Element	Performance Criteria
1. Apply hygienic practices	<ul style="list-style-type: none">hygienic practices are applied to comply with the requirements of the relevant legislation and include:<ul style="list-style-type: none">personal hygiene in food handlingsafe food storagecleaning sanitation and waste storage and disposal practices
2. Prevent the occurrence of food safety risks	<ul style="list-style-type: none">perishable and non perishable food is received, stored, prepared, cooked, served, and otherwise handled to prevent deterioration contamination and the growth of micro organismsleft over food is stored safely and hygienically and used within a safe period of time or is discarded according to enterprise standardsthe work environment is kept cleanequipment is cleaned and stored to prevent contaminationkitchen pests are controlled and if necessary eradicated safelythe risk of infectious disease transmission is minimisedhazardous substances are stored correctly

Range of Variables

The work environment includes:

- food preparation areas walls floors and work surfaces
- food storage areas kitchen chemical storage areas food service and dining areas

Distinction should be made between the terms *cleaning sanitation* and *sterilisation*.

Evidence Guide

Critical aspects of assessment:

- work is performed in a safe manner

Underpinning knowledge is required of the following:

- safe food handling practices
- microbiological basis for food deterioration and food poisoning
- causes of food contamination cross contamination and the transfer of infectious diseases and food poisoning organisms
- the conditions leading to bacterial growth and to common cases of bacterial food poisoning
- cleaning and sanitation techniques for equipment and work areas
- food safety principles and regulations
- occupational health and safety work practices relevant to the specific work place and in accordance with relevant state/territory/national legislation
- common kitchen pests and principles for their control

Underpinning skills:

- language and literacy skills appropriate to the role and workplace requirements

Resource implementations:

- resource requirements include equipment such as kitchen, refrigerator

Consistency in performance:

- it is recommended that assessment may take place on one occasion

Context for assessment:

- this unit of competency may be assessed on the job or through simulation

CHCT7A Wash dishes

This unit is concerned with the ability to stack wash dry and store dishes and associated implements.

Element	Performance Criteria
1. Prepare to wash dishes	<ul style="list-style-type: none">• dishes are sorted and stacked safely• dishwasher is loaded safely and correctly where used• correct amount of dishwashing liquid/powder is used• correct cycle of dishwasher is set where used• waste is disposed of hygienically
2. Wash dishes	<ul style="list-style-type: none">• dishes are washed safely at correct temperature• correct washing implements are used• blemishes are removed from pots and pans in the washing process• temperature standards are followed according to food regulations
3. Dry dishes	<ul style="list-style-type: none">• correct drying method is used
4. Store dishes	<ul style="list-style-type: none">• dry dishes are taken to storage area and stacked safely• cracked chipped or broken dishes are disposed of appropriately

Range of Variables

Dishes may include:

- crockery
- cutlery
- utensils
- pots and pans

Removing blemishes from pots and pans may require pots and pans to be either scrubbed by hand or soaked and rewashed.

Evidence Guide

Critical aspects of assessment:

- work is performed in a safe manner

Underpinning knowledge of:

- safe and healthy work practices including the use of personal protective equipment
- roles and responsibilities relevant to manual handling equipment
- safe handling practices
- temperature requirements for hand and machine washing rinsing and drying
- infection control policy and procedures

Underpinning skills of:

- language and literacy skills appropriate to the role and workplace requirements
- manual handling techniques

Resource implications:

- resource requirements include equipment such as dish washers

Consistency in performance:

- it is recommended that assessment may take place on one occasion

Context for assessment:

- this unit of competency may be assessed on the job or through simulation

CHCT8A Deliver food/beverages

This unit is concerned with the ability to deliver food and beverages to clients/patients in an efficient and effective manner.

Element	Performance Criteria
1. Deliver beverages	<ul style="list-style-type: none">• beverage utensils are prepared for use• beverages are left in an appropriate place for the client/patient• water jugs are refilled according to specific client/patient requirements as per established policy and procedure• required beverages are delivered within designated timeframe• room numbers bed numbers and client/patient name are checked against appropriate documentation
2. Deliver meals	<ul style="list-style-type: none">• prior to meal delivery each meal is checked against appropriate documentation• trolley or tray is left in a convenient and appropriate location for meal delivery• meals are reheated if required according to food regulations• meal tray assembly is completed and checked for accuracy according to established routine and procedures• room numbers bed numbers and client/patient name are checked against appropriate documentation• missing or incorrect meals are replaced with an appropriate meal• meal is delivered to an appropriate location for client/patient• client/patient is assisted to sit up if required

Range of Variables

Beverage utensils may include:

- water jugs and glasses
- utensils for prescribed fluids

Delivering meals may involve:

- use of a specific delivery system eg. cambro
- completion of tray assembly

Appropriate documentation may include:

- menu
- meal tickets
- nourishment chart
- ward diet reports

Appropriate location for client/patient meal trays will vary according to:

- the enterprise
- mobility of the client/patient
- meal time setting
- the bedside table
- outside the room (for infection control reasons)
- designed dining area

Meal trays and beverages may include special diet meals and beverages which may be required for the following reasons:

- specific diet therapies
- vegetarianism
- cultural requirements
- religious beliefs
- individual preference

Evidence Guide

Critical aspects of assessment:

- work is performed in a safe manner
- meal trays and beverages must be placed in a location that does not expose the client/patient to any danger or risk
- menus are followed correctly

Underpinning knowledge of:

- safe and healthy work practices including the use of personal protective equipment
- roles and responsibilities relevant to manual handling equipment
- infection control policy and procedures
- basic principles of nutrition
- basic food service delivery systems
- food safety principles and practices

Underpinning skills of:

- language and literacy skills appropriate to the role and workplace requirements
- manual handling techniques

Resource implications:

- resource requirements include equipment such as food trolleys

Consistency in performance:

- it is recommended that assessment may take place on one occasion

Context for assessment:

- this unit of competency may be assessed on the job or through simulation

CHCT9A Collect meal trays/beverage utensils

This unit is concerned with the ability to collect beverage utensils and meal trays and to monitor client/patient satisfaction.

Element	Performance Criteria
1. Collect beverage utensils	<ul style="list-style-type: none">dirty beverage utensils are removed and returned for cleaningstock of clean beverage utensils is maintainedempty water jugs are collected
2. Collect meal trays	<ul style="list-style-type: none">trolley is left in a convenient and appropriate location for meal tray collectionmeal tray is removed after client/patient has finished eatingtray is checked for foreign objects and assistance is sought to remove these objectstray is stacked on trolley safelyinsufficient food and/or fluid intake is reported to the appropriate personnel according to enterprise proceduresfeedback on general acceptance/satisfaction of meals is sought and reported to the appropriate personnel according to enterprise procedures

Range of Variables

Beverage utensils may include:

- water jugs and glasses
- utensils for prescribed fluids

Foreign objects may include:

- medical supplies
- syringes
- personal client/patient items

Evidence Guide

Critical aspects of assessment:

- work is performed in a safe manner

Underpinning knowledge of:

- safe and healthy work practices including the use of personal protective equipment
- roles and responsibilities relevant to manual handling
- infection control policy and procedures
- basic principles of nutrition
- basic food service delivery systems

- food safety principles and practices

Underpinning skills of:

- language and literacy skills appropriate to the role and workplace requirements
- manual handling techniques

Resource implications:

- resource requirements include equipment such as food trolleys

Consistency in performance:

- it is recommended that assessment may take place on one occasion

Context for assessment:

- this unit of competency may be assessed on the job or through simulation

CHCT10A Support food services in menu processing

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

Element	Performance Criteria
1. Distribute and collect general menus for clients/patients	<ul style="list-style-type: none">• menus for all clients/patients are distributed according to established routines and procedures• general menus are collected and assistance with marking menus is provided to client/patient if required• feedback regarding food preferences and consistently poor menu choices is provided to the appropriate personnel
2. Collate general menus	<ul style="list-style-type: none">• information to support the delivery of menu items chosen by client/patient is provided according to established routines and procedures• menu items are tallied collated and reported for determination of food production schedules

Range of Variables

Distribution of menus may vary depending on the institution:

- menu may be placed on a meal tray
- handed to the client/patient
- placed on tables in a dining room setting

Assistance with marking menus may be required when a client/patient is not able to mark the menu due to:

- blindness
- stroke
- arthritis
- confusion
- language differences

Tallying and collating general menus may be done by:

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

Feedback regarding food preferences and poor menu choices will require either written or verbal methods of communication between ward nutrition department and food service department personnel.

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

- ward diet and patient location lists
- meal tickets
- meal tallies
- labels

Evidence Guide

Critical aspects of assessment:

- work is performed in a safe manner
- menus are followed correctly

Underpinning knowledge of:

- safe and healthy work practices
- infection control policy and procedures
- basic principles of nutrition
- range of menus and menu items
- patient conditions that cause restriction of basic bodily functions

Underpinning skills of:

- language and literacy skills appropriate to the role and workplace requirements
- manual handling techniques
- basic computer and keyboard skills

Consistency in performance:

- it is recommended that assessment may take place on one occasion

Context for assessment:

- this unit of competency may be assessed on the job or through simulation

CHCT11A Provide support to clinical nutrition services

This unit is concerned with the ability to facilitate the provision of appropriate foods to the client/patient receiving diet therapy or nutritional support.

Element	Performance Criteria
1. Collect menus for client/patient receiving diet therapy or nutritional support	<ul style="list-style-type: none">menus for client/patient receiving diet therapy or nutrition support are collected according to established routines and procedures
2. Assist client/patient with menu selection	<ul style="list-style-type: none">guidance to client/patient is provided which ensures that menu choices are consistent with the dietitians nutrition care planassistance with marking menus is provided to client/patient if requiredfeedback regarding consistently poor menu choices made by client/patient is provided to the dietitianfood preferences are recorded and acted upon according to established procedures
3. Collate menu for clients/patients receiving diet therapy or nutrition support	<ul style="list-style-type: none">all menus for clients/patients are checked for accuracy against the dietitians nutrition care planmenu items are tallied collated and reported to food services
4. Prepare and deliver special feeds	<ul style="list-style-type: none">special feeds are prepared according to dietitians instructions and infection control proceduresdelivery of feeds is made according to established procedures and routinesout of date feeds are discardedany significant feed wastage is reported to the appropriate personnel
5. Process information to food services	<ul style="list-style-type: none">diet orders from the wards are processed to food serviceswritten information to support delivery of menu items for special diet meals is provided to food services within designated time frames

Range of Variables

Collecting and collating special menus for clients/patients includes:

- assisting client/patient to complete menu when necessary
- maintaining records on a regular basis
- providing feedback regarding food preferences
- ensuring that clients/patients receive food that is consistent with their nutritional food plan

Assistance with marking menus may be required when a patient is not able to mark the menu due to:

- blindness
- stroke
- arthritis
- confusion or
- language differences

Tallying and collating general menus may be done by:

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

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

- ward diet and patient location list
- meal tickets
- meal tallies
- labels

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

- utilising appropriate manual or computerised record keeping systems
- patient history profiles
- inpatient diet cards
- diet outlines making appropriate changes to the patient's meal plan and requesting alternative menu items from food services

Preparation of special feeds may include:

- tube feeds
- high energy oral supplements
- thickened fluids
- infant formulas

Evidence Guide

Critical aspects of assessment:

- work is performed in a safe manner
- all menus for clients/patients are checked for accuracy against the dietitians nutrition care plan

Underpinning knowledge of:

- principles of nutrition throughout the life cycle (birth to elderly)
- principles of diet therapy
- patient conditions that cause restriction of basic bodily functions
- fluid and food restrictions of patients/clients
- diet supplements
- different cultural requirements
- awareness of requirements for certain menus
- range of menus and menu items
- work organisation methods
- basic understanding of food preparation and food service systems
- safe and healthy work practices
- infection control policy and procedures

Underpinning skills of:

- language and literacy skills appropriate to the role and workplace requirements
- manual handling techniques
- basic computer and keyboard skills

Consistency in performance:

- it is recommended that assessment may take place on one occasion

Context for assessment:

- this unit of competency may be assessed on the job or through simulation

CHCT12A Assist client/patient with nutrition care

This unit is concerned with the ability to identify factors which place clients/patients at nutritional risk and to assist clients/patients who are receiving diet therapy or nutritional support with eating and drinking.

Element	• Performance Criteria
1. Support the client/patient with acceptance and/or tolerance of nutrition care plan	<ul style="list-style-type: none">the acceptability and consumption of meals by the client/patient on special diets is monitored and feedback is provided to the dietitianproblems which may lead to poor acceptance and/or tolerance by client/patient to nutrition care plan are identified and reported and action is taken when appropriate according to enterprise policies and proceduresinformation regarding nutrition care plan is provided to client/patient when appropriate
2. Identify factors that place client/patient at nutritional risk	<ul style="list-style-type: none">problems which may effect client's/patient's ability to eat and/or drink are observed and recorded and the appropriate action is taken according to enterprise policies and proceduresclient/patient fluid and food intake is documented and reported to the appropriate person according to enterprise policies and proceduresclients/patients who appear underweight or who report significant weight loss are referred to the dietitian

Range of Variables

The acceptability and consumption of meals is monitored through a number of processes which may include:

- plate wastage checks
- discussion with the patient regarding acceptability
- checking of food intake documentation

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

- changing food preferences
- lack of understanding of the reasons for the plan
- effects of medical condition ie. nausea constipation
- effects of treatment ie. side effects of drugs chemotherapy/radiotherapy

Client/patient problems which may affect ability to eat includes:

- physical conditions such as poor dentition
- broken bones
- recovery from stroke
- mental confusion
- arthritis

Appropriate action taken could include:

- organising texture modified diet types
- requisitioning appropriate feeding aides
- referral or reporting progress to dietitian

Evidence Guide

Critical aspects of assessment:

- work is performed in a safe manner

Underpinning knowledge of:

- principles of nutrition throughout the life cycle (birth to elderly)
- principles of diet therapy
- human functioning and disfunctioning including physical and mental aspects
- fluid and food restrictions of patients/clients
- risk factors which place clients/patients at risk of malnutrition and inadequate hydration
- diet supplements
- different cultural requirements
- awareness of requirements for certain menus
- range of menus and menu items
- work organisation methods
- basic understanding of food preparation and food service systems
- safe and healthy work practices
- infection control policy and procedures

Underpinning skills of:

- language and literacy skills appropriate to the role and workplace requirements
- manual handling techniques

Consistency in performance:

- it is recommended that assessment may take place on one occasion

Context for assessment:

- this unit of competency may be assessed on the job or through simulation

LMXPRLAU-01A Collect receive and sort product

This unit covers the skills required to collect receive and sort articles for recording and classification purposes. It involves the responsibility of ensuring that no foreign object or contaminant is included.

Element	Performance Criteria
1. Receive product	<ul style="list-style-type: none">• safety procedures including the use of protective clothing to be undertaken when handling soiled product are identified• product is received and identified according to industry and enterprise procedures and/or AS 4146• relevant details are recorded in accordance with enterprise procedures
2. Classify soiled product	<ul style="list-style-type: none">• soiled product is identified by code or receipt docket and in accordance with Australian standard AS 4146• soiled product is classified according to enterprise procedures and AS 4146• products to be processed by dry cleaning are identified from manufacturer's labels/instructions
3. Remove foreign objects and return lost property	<ul style="list-style-type: none">• procedures for the identification removal and disposal of foreign objects and lost property from the product are correctly followed• disposal of dangerous or non reusable items is carried out in accordance with enterprise procedures and AS 4146• all safety procedures are adhered to in accordance with occupational health and safety, and enterprise procedures
4. Carry out preparation procedures	<ul style="list-style-type: none">• preparation procedures for the correct handling of special items are applied• machinery and equipment used to prepare special items are operated correctly

Range of Variables

General context:

- work is performed under some supervision generally within a team environment
- work is carried out in accordance with statutory requirements organisation insurance requirements OH & S legislation manual handling procedures and relevant health regulations

Worksite environment may include:

- work conducted in operational workplaces where adequate ventilation lighting and other relevant occupational health and safety requirements are applied
- exposure to sharp objects chemicals dangerous or hazardous substances

Equipment can include:

- towel unwinding machines
- tying machines
- marking equipment
- overhead rail and bagging systems
- conveyor systems
- automatic bin counting systems

Laundry or operating procedures can relate to:

- handling of product and/or foreign objects
- dealing with lost property
- manual handling of laundry products
- spontaneous combustion prevention

Handling of products may refer to:

- personal linen
- infectious product
- contaminated product

Foreign objects may include:

- scalpels
- needles etc

Manuals and specifications include coding procedures.

Data recording may include:

- keyboard
- manual recording applications

Sources of information/documents may include:

- customer/s
- requisition dockets tags or other identification
- machine/equipment manufacturers' specifications and instructions
- manufacturers' labels care labelling
- organisation work orders
- testing procedures and documentation
- organisational or external personnel
- order forms
- transfer documentation
- Quality and Australian Standards and procedures

Workplace context may include:

- work organisation procedures and practices relating to collecting receiving and sorting products for laundry activities
- conditions of service legislation and industrial agreements including:
 - ◊ workplace agreements and awards
 - ◊ state federal or territory legislation
- standard work practice involving the safe handling of chemicals and other potentially dangerous items
- reporting actions include verbal and written communication in accordance with organisational policies and procedures
- communication may be oral written or visual and can include simple data
- being responsible for the maintenance of own work quality and being required to contribute to the quality improvement of team or section output where necessary
- safety environmental housekeeping and quality are as specified by machine/equipment manufacturers regulatory authorities quality assurance specifications the enterprise Australian Standard 4146 and ISO 9002

Applicable State/ Territory/ Commonwealth regulations and legislation may include:

- occupational health and safety legislation relevant to workplace activities
- Workers' Compensation legislation
- Environment Protection Act

Evidence Guide

Critical aspects of assessment:

- maintain accurate records for products received
- identify correct classification types for products
- ensure foreign objects/lost property is removed from products
- prepare products for laundry activity

Interdependent assessment of units:

- this unit does not need to be assessed in conjunction with other units and can be carried out independently

Underpinning knowledge of:

- relevant occupational health and safety legislation codes of practice policies and procedures
- enterprise policies and procedures
- range of processes
- product classification procedures
- care and maintenance procedures for products
- quality standards
- safety and environmental aspects of related to workplace operation handling of products and manual handling
- workplace procedures
- reporting procedures

Underpinning skills to:

- interpret care instructions from labels
- remove and handle foreign objects
- operate associated equipment
- classify products to required standard
- communicate effectively within the workplace
- apply defined procedures
- receive and transfer information

Resource implications:

- access to real or appropriately simulated work situation relevant product and safety information quality standards procedures or information associated with organisation or customer requirements

Consistency in performance:

- applies underpinning knowledge and skills when
 - ◊ completing tasks
 - ◊ maintaining standards
 - ◊ applying safety precautions relevant to the task
 - ◊ assessing operational capability of equipment used and processes selected where relevant
- shows evidence of application of relevant workplace procedures including:
 - ◊ hazard identification
 - ◊ job procedures and work instructions
 - ◊ emergency fire and accident procedures
 - ◊ use of personal protective clothing and equipment conforming to industry standards
 - ◊ quality assurance procedures (where existing)
 - ◊ security procedures
 - ◊ waste disposal processes
 - ◊ following recognised housekeeping processes
 - ◊ relevant guidelines relating to the safe use of equipment

- action taken promptly accidents and incidents reported in accordance with statutory requirements and organisation procedures
- recognises and adapts appropriately to cultural differences in the workplace including modes of behaviour and interactions among staff and others
- work completed systematically with attention to detail without damage to goods equipment or personnel

Context for assessment:

- assessment may occur on the job or in an appropriately simulated workplace

LMXPRLAU-08A Repair damaged products

This unit covers the skills required to grade classify and repair damaged products according to sizing and quality requirements. It involves the operation of related mending equipment.

Element	Performance Criteria
1. Prepare work station for operation	<ul style="list-style-type: none">work station is set up in accordance with workplace requirementsmachine is set up and adjusted in accordance with specification for the work
2. Operate mending equipment	<ul style="list-style-type: none">product is checked for repair or condemning and enterprise procedures are followedrepairs to damaged articles are performed in accordance with required specificationsmachine is operated in accordance with manufacturers specifications and enterprise proceduresoperating faults are identified and reported in accordance with enterprise procedures
3. Maintain product repair records	<ul style="list-style-type: none">finished product records are accurately maintained according to enterprise requirements

Range of Variables

General context:

- work is performed under some supervision generally within a team environment
- work is carried out in accordance with statutory requirements organisation insurance requirements OH & S legislation manual handling procedures and relevant health regulations

Worksite environment may include:

- work conducted in operational workplaces where adequate ventilation lighting and other relevant occupational health and safety requirements are applied
- exposure to sharp objects chemicals dangerous or hazardous substances

Mending machines and equipment may refer to:

- sewing machine
- marking machine
- heat seal machine
- overlocker
- button sewing machine
- darning machine
- stud machine
- vulcaniser
- other related equipment/machines

Repair tasks could include:

- machine sewing
- hand sewing

Laundry or operating procedures may relate to:

- repairing/resizing
- recycling
- condemning articles
- recoding
- repairs on theatre linen (according to AS 2892)
- manual handling techniques

- safe use of machines and related equipment
- reporting procedures for faults safety checks etc.
- quality assurance

Identification of faults refers to being aware of a problem

Data recording may include:

- keyboard
- manual recording applications

Sources of information/documents may include:

- customer/s
- requisition dockets tags or other identification
- machine/equipment manufacturers' specifications and instructions
- manufacturers' labels care labelling
- organisation work orders
- organisational or external personnel
- Quality and Australian standards and procedures

Workplace context may include:

- work organisation procedures and practices relating to operating machines and performing repairs
- conditions of service legislation and industrial agreements including:
 - ◊ workplace agreements and awards
 - ◊ state federal or territory legislation
- standard work practice involving the safe handling of chemicals and other potentially dangerous items
- reporting actions include verbal and written communication in accordance with organisational policies and procedures
- communication may be oral written or visual and can include simple data
- being responsible for the maintenance of own work quality and being required to contribute to the quality improvement of team or section output where necessary
- safety environmental housekeeping and quality are as specified by machine/equipment manufacturers regulatory authorities and the enterprise

Applicable State/Territory/Commonwealth regulations and legislation may include:

- occupational health and safety legislation relevant to workplace activities
- Workers' Compensation legislation
- Environment Protection Act

Evidence Guide

Critical aspects of assessment:

- select equipment for specific tasks
- identify grade and classify repair requirements
- perform repairs
- monitor process operation

Interdependent assessment of units:

- this unit does not need to be assessed in conjunction with other units and can be carried out independently

Underpinning knowledge of:

- relevant occupational health and safety legislation codes of practice policies and procedures
- enterprise policies and procedures
- machine/equipment applications, operation, monitoring and adjustment procedures
- basic knowledge of fibres and fabrics
- repair techniques and procedures
- quality standards
- safety and environmental aspects of related to workplace and machine/equipment operation and manual handling including consumable or hazardous materials
- workplace and reporting procedures

Underpinning skills to:

- prepare work area and machine
- use equipment and make adjustments
- carry out a range of repairs
- inspect finished products
- maintain quality requirements for each stage of the process
- communicate effectively within the workplace
- interpret and apply established procedures
- document assess and transfer information

Resource implications:

- access to real or appropriately simulated work situation equipment materials relevant product and safety information quality standards procedures or information associated with organisation or customer requirements

Consistency in performance:

- applies underpinning knowledge and skills when
 - ◊ establishing plans
 - ◊ describing consequences
 - ◊ completing tasks
 - ◊ identifying improvements
 - ◊ applying safety precautions relevant to the task
 - ◊ assessing operational capability of equipment used and processes selected where relevant
- shows evidence of application of relevant workplace procedures including
 - ◊ hazard policies and procedures including Codes of Practice
 - ◊ issue resolution procedures
 - ◊ job procedures and work instructions
 - ◊ quality procedures (where existing)
 - ◊ security procedures
 - ◊ waste pollution and recycling management processes
 - ◊ relevant guidelines relating to the safe use of equipment
- action taken promptly accidents and incidents reported in accordance with statutory requirements and organisation procedures
- recognises and adapts appropriately to cultural differences in the workplace including modes of behaviour and interactions among staff and others
- work completed systematically with attention to detail without damage to goods equipment or personnel

Context for assessment:

- assessment may occur on the job or in an appropriately simulated workplace

LMXPRLAU-02A Operate washing machines

This unit covers the skills required to load products into washing machines and processing to laundry specifications and quality requirements. It involves machine operation and monitoring procedures.

Element	Performance Criteria
1. Prepare for wash	<ul style="list-style-type: none">• production schedule and work load priorities are correctly identified and/or followed• washing machine loads are accurately determined by counting weight volume or classification• weighing machines are operated and size of load is determined by correctly reading indicator scales• washing sequences are selected and/or followed for a given process/product• washing machine operator instructions are correctly followed• records are completed in accordance with enterprise procedures
2. Operate automatic washing machine washer extractor or continuous batch washer	<ul style="list-style-type: none">• machine is loaded with correct weight for machine according to product classification machine/manufacturers' specification enterprise procedure and/or occupational health and safety requirements• program is correctly selected for type of wash• machine is operated in accordance with operating instructions• washing is unloaded using correct manual handling techniques where required• records are completed in accordance with enterprise procedures
3. Operate manual washing machine or washer extractor	<ul style="list-style-type: none">• machine is loaded with correct weight for machine according to product classification• machine is operated in accordance with operating instructions• washing is unloaded using appropriate manual handling techniques where required• records are completed in accordance with enterprise procedures
4. Monitor process operation	<ul style="list-style-type: none">• washing machine operation is monitored to ensure correct function and in accordance with enterprise procedures• washing machine operational faults are reported according to enterprise procedures• inspection of product is carried out to confirm conformance to requirements• non conformance to standards is identified and appropriate action taken as necessary in accordance with enterprise procedures

Range of Variables

General context:

- work is performed under some supervision generally within a team environment
- work is carried out in accordance with statutory requirements organisation insurance requirements occupational health and safety legislation manual handling procedures and relevant health regulations

Worksite environment may include:

- work conducted in operational workplaces where adequate ventilation lighting and other relevant occupational health and safety requirements are applied
- exposure to sharp objects chemicals dangerous or hazardous substances

Machines and equipment may be microprocessor or computer controlled and can relate to various types of laundry equipment including:

- automatic washing machines
- manual washing machines
- washer extractors
- continuous batch washers
- weighing machines
- chemical dosing equipment

Laundry or operating procedures can relate to:

- manual handling
- safe handling of chemicals
- preparation of chemical products
- preparation of dispensing systems
- quality control requirements

Procedures may relate to:

- chemical specifications/handling and use
- machines manual over riding technology application
- identification of faults
- manual handling for loading and unloading machines
- safe use of machines
- quality control requirements

Machine loads may be determined by:

- counting
- weight
- volume
- classification

Data recording may include:

- keyboard
- manual recording applications

Sources of information/documents may include:

- customer/s
- requisition dockets tags or other identification
- machine/equipment manufacturers' specifications and instructions
- chemical manufacturers' specifications
- manufacturers' labels care labelling
- guidelines for the use of hazardous substances
- organisation work orders
- organisational or external personnel
- Quality and Australian standards and procedures

Workplace context may include:

- work organisation procedures and practices relating to operating machines
- conditions of service legislation and industrial agreements including
 - ◊ workplace agreements and awards
 - ◊ State Federal or Territory legislation
- standard work practice involving the safe handling of chemicals and other potentially dangerous items
- reporting actions include verbal and written communication in accordance with organisational policies and procedures
- communication may be oral written or visual and can include simple data
- being responsible for the maintenance of own work quality and being required to contribute to the quality improvement of team or section output where necessary
- safety environmental housekeeping and quality are as specified by machine/equipment manufacturers regulatory authorities and the enterprise Australian standard as 4146 and where relevant ISO 9002

Applicable State/Territory/Commonwealth regulations and legislation may include:

- occupational health and safety legislation relevant to workplace activities
- Workers' Compensation legislation
- Environment Protection Act

Evidence Guide

Critical aspects of assessment:

- assessment must confirm appropriate skills and knowledge to
 - ◊ interpret production schedules and work load priorities
 - ◊ load machine appropriately
 - ◊ select program
 - ◊ monitor operation

Interdependent assessment of units:

- this unit does not need to be assessed in conjunction with other units and can be carried out independently

Underpinning knowledge of:

- relevant occupational health and safety legislation codes of practice policies and procedures
- enterprise policies and procedures
- machine operation program selection and monitoring procedures
- level of operator responsibility for equipment maintenance and monitoring
- characteristics and hazards of chemicals and dispensing systems
- quality standards
- safety & environmental aspects of related to workplace and machine/equipment operation and manual handling including consumable or hazardous materials
- workplace procedures
- reporting procedures

Underpinning skills to:

- determine load sizes
- use machines and related equipment
- use/handle chemicals safely
- classify and sort product
- maintain quality requirements for each stage of the process
- communicate effectively within the workplace
- apply defined procedures
- receive and transfer information

Resource implications:

- access to real or appropriately simulated work situation, equipment, products, materials, relevant product and safety information, quality standards procedures or information associated with organisation or customer requirements

Consistency in performance:

- applies underpinning knowledge and skills when
 - ◊ completing tasks
 - ◊ maintaining standards
 - ◊ applying safety precautions relevant to the task
 - ◊ assessing operational capability of equipment used and processes selected where relevant
- shows evidence of application of relevant workplace procedures including:
 - ◊ hazard identification
 - ◊ job procedures and work instructions
 - ◊ emergency fire and accident procedures
 - ◊ use of personal protective clothing and equipment conforming to industry standards
 - ◊ quality assurance procedures (where existing)
 - ◊ security procedures
 - ◊ waste disposal processes
 - ◊ following recognised housekeeping processes
 - ◊ relevant guidelines relating to the safe use of equipment
- action taken promptly accidents and incidents reported in accordance with statutory requirements and organisation procedures
- recognises and adapts appropriately to cultural differences in the workplace including modes of behaviour and interactions among staff and others
- work completed systematically with attention to detail without damage to goods equipment or personnel

Context for assessment:

- *assessment* may occur on the job or in an appropriately simulated workplace

LMXPRLAU-04A Perform linen rewash

This unit covers the skills required to identify stains and select rewash methods for linen to meet laundry specifications and quality requirements. It involves chemical dispensing and monitoring procedures.

Element	Performance Criteria
1. Identify stain	<ul style="list-style-type: none">steps for identifying the stained product are followed in accordance with enterprise or industry proceduresstain is identified and classified into categories in accordance with enterprise procedures
2. Determine rewash requirements	<ul style="list-style-type: none">rewash requirements for the identified stain and product type are determined
3. Carry out rewash procedure	<ul style="list-style-type: none">preparation for rewash is carried out in accordance with enterprise and machine operation procedureschemical products are prepared and used according to suppliers and laundry requirementsmachine is operated in accordance with manufacturer's and enterprise procedureswashing machine operation is monitored to ensure correct functionoperating faults are identified and reported in accordance with enterprise procedures
4. Record rewash information	<ul style="list-style-type: none">data is recorded and stored in accordance with industry and enterprise procedures

Range of Variables

General context:

- work is performed under some supervision generally within a team environment
- work is carried out in accordance with statutory requirements organisation insurance requirements
- occupational health and safety legislation manual handling procedures and relevant health regulations

Worksite environment may include:

- work conducted in operational workplaces where adequate ventilation lighting and other relevant occupational health and safety requirements are applied
- exposure to sharp objects chemicals dangerous or hazardous substances

Machines and equipment may be microprocessor or computer controlled and can relate to various types of laundry equipment including:

- automatic washing machines
- manual washing machines
- washer extractors
- continuous batch washers
- weighing machines
- chemical dosing equipment

Laundry or operating procedures can relate to:

- manual handling
- safe handling of chemicals
- preparation of chemical products
- preparation of dispensing systems
- quality control requirements

Procedures and specifications may relate to:

- chemical specifications/handling and use
- machine manual over riding technology
- identification of faults
- manual handling for loading and unloading machines
- safe use of machines
- quality control requirements

Machine loads may be determined by:

- counting
- weight
- volume
- stain and/or product classification

Products include all articles

Identification of faults refers to being aware of a problem (where applicable)

Data recording may include:

- keyboard
- manual recording applications

Sources of information/ documents may include:

- customer/s
- requisition dockets tags or other identification
- machine/equipment manufacturers' specifications and instructions
- chemical manufacturers' specifications
- manufacturers' labels care labelling
- guidelines for the use of hazardous substances
- organisation work orders
- organisational or external personnel
- Quality and Australian standards and procedures

Workplace context may include:

- work organisation procedures and practices relating to product rewash procedures and operating machines
- conditions of service legislation and industrial agreements including
 - ◊ workplace agreements and awards
 - ◊ state federal or territory legislation
- standard work practice involving the safe handling of chemicals and other potentially dangerous items
- reporting actions include verbal and written communication in accordance with organisational policies and procedures
- communication may be oral written or visual and can include simple data
- being responsible for the maintenance of own work quality and being required to contribute to the quality improvement of team or section output where necessary
- safety environmental housekeeping and quality are as specified by machine/equipment manufacturers regulatory authorities and the enterprise Australian standard as 4146 and where relevant ISO 9002

Applicable State/Territory/Commonwealth regulations and legislation may include:

- occupational health and safety legislation relevant to workplace activities
- workers' compensation legislation
- environment protection act

Evidence Guide

Critical aspects of assessment:

- assessment must confirm appropriate skills and knowledge to
 - ◊ follow steps for correct stain identification
 - ◊ select/determine appropriate rewash requirements for a range of applications
 - ◊ prepare and use chemicals
 - ◊ monitor process operation

Interdependent assessment of units:

- this unit does not need to be assessed in conjunction with other units and can be carried out independently

Underpinning knowledge of:

- relevant occupational health and safety legislation codes of practice policies and procedures
- enterprise policies and procedures
- characteristics of stains their relevant identification procedures and removal techniques
- machine operation, program selection and monitoring procedures
- characteristics and hazards of chemicals and dispensing systems
- quality standards
- safety & environmental aspects of related to workplace and machine/equipment operation and manual handling including consumable or hazardous materials
- workplace and reporting procedures

Underpinning skills to:

- recognise identify and assess the range of common stains normally encountered
- use machines and related equipment including dispensing/dosing systems
- prepare and monitor chemicals safely
- identify faults
- maintain quality requirements for each stage of the process
- communicate effectively within the workplace
- interpret and apply established procedures
- document assess and transfer information

Resource implications:

- access to real or appropriately simulated work situation equipment products materials relevant product and safety information quality standards procedures or information associated with organisation or customer requirements

Consistency in performance:

- applies underpinning knowledge and skills when
 - ◊ establishing plans
 - ◊ describing consequences
 - ◊ completing tasks
 - ◊ identifying improvements
 - ◊ applying safety precautions relevant to the task
 - ◊ assessing operational capability of equipment used and processes selected where relevant
- shows evidence of application of relevant workplace procedures including
 - ◊ hazard policies and procedures including codes of practice
 - ◊ issue resolution procedures
 - ◊ job procedures and work instructions
 - ◊ quality procedures (where existing)

- ◊ security procedures
- ◊ waste pollution and recycling management processes
- ◊ relevant guidelines relating to the safe use of equipment
- action taken promptly accidents and incidents reported in accordance with statutory requirements and organisation procedures
- recognises and adapts appropriately to cultural differences in the workplace including modes of behaviour and interactions among staff and others
- work completed systematically with attention to detail without damage to goods equipment or personnel

Context for assessment:

- assessment may occur on the job or in an appropriately simulated workplace

LMXPRLAU-06A Perform conditioning and/or drying processes

This unit covers the skill required for the conditioning and/or drying of products according to laundry procedures and quality requirements. It includes preparation for the finishing process.

Element	Performance Criteria
1. Prepare machines for operation	<ul style="list-style-type: none">• production schedule and workload priorities are correctly interpreted and/or followed• schedules for the cleaning of dryer filters are interpreted and/or followed• procedures for drying machine start up are performed in accordance with manufacturers' specifications and enterprise procedures
2. Classify product	<ul style="list-style-type: none">• product classification is checked and sorted according to finishing requirements
3. Operate dryer	<ul style="list-style-type: none">• drying programs are followed for given product type and size of load• dryers are loaded/unloaded using manual handling techniques or by correctly operating loading/unloading equipment• appropriate cycle/timing/temperature for loads are selected where required• records are completed in accordance with enterprise procedures• dryer is operated in accordance with operating instructions• dryers are monitored for correct operation• dryer operating faults are identified and reported in accordance with enterprise procedures• product cool down procedures are followed• unloading is carried out in accordance with enterprise procedures

Range of Variables

General context:

- work is performed under some supervision generally within a team environment
- work is carried out in accordance with statutory requirements, organisation, insurance requirements occupational health and safety legislation manual handling procedures and relevant health regulations

Worksite environment may include:

- work conducted in operational workplaces where adequate ventilation, lighting and other relevant occupational health and safety requirements are applied
- exposure to sharp objects chemicals dangerous or hazardous substances

Machines and equipment may relate to:

- dryers
- loading/unloading equipment
- conveyors
- transfer equipment

Drying machine operation relates to laundry products and may include:

- pre conditioning
- conditioning
- drying

Laundry or operating procedures can relate to:

- manual handling techniques
- laundry procedures for loading and unloading
- machine safety checks
- auto lint filters
- spontaneous combustion prevention
- identification of faults

Safe use of machines:

- quality control requirements

Drying machine program selection refers to:

- drying cycles
- temperature
- time

Classification of product for finishing requirements may include:

- folding
- ironing
- pressing

Identification of faults refers to being aware of a problem (where applicable)

Data recording may include:

- keyboard
- manual recording applications

Sources of information/documents may include:

- customer/s
- requisition dockets tags or other identification
- machine/equipment manufacturers' specifications and instructions
- chemical manufacturers' specifications
- manufacturers' labels care labelling
- guidelines for the use of hazardous substances
- organisation work orders
- organisational or external personnel
- Quality and Australian standards and procedures

Workplace context may include:

- work organisation procedures and practices relating to conditioning/drying processes and operating machines
- conditions of service legislation and industrial agreements including
 - ◊ workplace agreements and
 - ◊ awards state federal or territory legislation
- standard work practice involving the safe handling of chemicals and other potentially dangerous items
- reporting actions include verbal and written communication in accordance with organisational policies and procedures
- communication may be oral written or visual and can include simple data
- being responsible for the maintenance of own work quality and being required to contribute to the quality improvement of team or section output where necessary
- safety environmental housekeeping and quality are as specified by machine/equipment manufacturers regulatory authorities and the enterprise Australian standard as 4146 and ISO 9002

Applicable State/Territory/Commonwealth regulations and legislation may include:

- occupational health and safety legislation relevant to workplace activities
- workers' compensation legislation
- Environment Protection Act

Evidence Guide

Critical aspects of assessment:

- interpret production schedules and work load priorities
- load machine appropriately
- select program
- monitor process operation

Interdependent assessment of units:

- this unit does not need to be assessed in conjunction with other units and can be carried out independently

Underpinning knowledge of:

- relevant occupational health and safety legislation codes of practice policies and procedures
- enterprise policies and procedures
- machine operation, program selection and monitoring procedures
- level of operator responsibility for equipment maintenance and monitoring
- characteristics and hazards of working with heat/steam
- product cool down procedures and minimisation of spontaneous combustion
- quality standards
- safety and environmental aspects related to workplace, machine/equipment operation and manual handling, including consumable or hazardous materials
- workplace and reporting procedures

Underpinning skills to:

- use machines and related equipment
- classify and sort product
- follow dryer cleaning schedule
- identify faults
- maintain quality requirements for each stage of the process
- communicate effectively within the workplace
- interpret and apply established procedures
- document, assess and transfer information

Resource implications:

- access to real or appropriately simulated work situation equipment products materials relevant product and safety information quality standards procedures or information associated with organisation or customer requirements

Consistency in performance:

- applies underpinning knowledge and skills when:
 - ◊ establishing plans
 - ◊ describing consequences
 - ◊ completing tasks
 - ◊ identifying improvements
 - ◊ applying safety precautions relevant to the task
 - ◊ assessing operational capability of equipment used and processes selected where relevant
- shows evidence of application of relevant workplace procedures including:
 - ◊ hazard policies and procedures including Codes of Practice
 - ◊ issue resolution procedures
 - ◊ job procedures and work instructions

- ◊ quality procedures (where existing)
- ◊ security procedures
- ◊ waste pollution and recycling management processes
- ◊ relevant guidelines relating to the safe use of equipment
- action taken promptly accidents and incidents reported in accordance with statutory requirements and organisation procedures
- recognises and adapts appropriately to cultural differences in the workplace including modes of behaviour and interactions among staff and others
- work completed systematically with attention to detail without damage to goods equipment or personnel

Context for assessment:

- assessment may occur on the job or in an appropriately simulated workplace

LMXPRDCG-04A Operate dry cleaning machines

This unit covers the skill required to load articles into machines and process to specifications and quality requirements. It involves machine operation and monitoring procedures.

Element	Performance Criteria
1. Prepare for dry cleaning	<ul style="list-style-type: none">• production schedule and work load priorities are correctly identified• dry cleaning machine loads are accurately determined by counting weight, volume or classification• dry cleaning machines are operated in accordance with manufacturers' and enterprise procedures• correct load size/weight is determined by accurately reading indicator scales• dry cleaning schedules are followed for a given process/article• dry cleaning machine operator instructions are correctly followed• records are completed in accordance with enterprise procedures
2. Operate dry cleaning machine	<ul style="list-style-type: none">• between load service of machine is carried out in accordance with manufacturers' occupational health and safety and enterprise procedures• machine is loaded with correct weight for machine according to garment/s classification manufacturers' specifications, enterprise procedures and occupational health and safety requirements• program is correctly selected for load type/classification• additive dispensing is correctly selected and prepared for dosing system where relevant• machine is operated in accordance with operating instructions• additives and dosing system are monitored for correct operation and faults reported where appropriate• machine operation and dry cleaning procedures are monitored according to enterprise procedures• garments are unloaded using correct manual handling techniques where required• records are completed in accordance with enterprise procedures
3. Monitor machine operation	<ul style="list-style-type: none">• dry cleaning machine operation is checked for correct operation• machine operational faults are reported according to enterprise procedures
4. Sort and inspect articles	<ul style="list-style-type: none">• articles are hung or sorted, and inspected for stains, further work etc. according to finishing requirements and standards of the enterprise• garments are directed to correct area for finishing

Range of Variables

General context:

- work is performed under some supervision generally within a team environment
- work is carried out in accordance with statutory requirements organisation insurance requirements occupational health and safety legislation manual handling procedures and relevant health regulations

Worksite environment may include:

- work conducted in operational workplaces where adequate ventilation lighting and other relevant occupational health and safety requirements are applied
- exposure to sharp objects, chemicals, dangerous or hazardous substances

Machines and equipment can refer to different types of dry cleaning machines and may be:

- microprocessor
- computer controlled

Types of machines used will be determined by the solvents used including:

- perchlorethylene
- white spirit

Procedures may relate to:

- manual handling for loading and unloading machines
- safe use of machines
- quality control requirements

Machine loads may be determined by:

- counting
- weight
- volume
- classification

Between load service may include:

- visual safety checks
- machine cleaning
- minor adjustments
- program selection

Articles may include:

- garments
- soft furnishings
- items with and without trim/accessories

Data recording may include:

- keyboard
- manual recording applications

Sources of information/documents may include:

- customer/s
- requisition dockets tags or other identification
- machine/equipment manufacturers' specifications and instructions
- manufacturers' labels care labelling
- occupational health and safety training manual for dry cleaning industry
- code of practice for the safe handling of perchlorethylene
- guidelines for the use of hazardous substances
- organisation work orders
- organisational or external personnel
- Quality and Australian standards and procedures

Workplace context may include:

- work organisation procedures and practices relating to operating machines
- Conditions of service legislation and industrial agreements including
 - ◊ workplace agreements and awards
 - ◊ state federal or territory legislation
- standard work practice involving the safe handling of chemicals and other potentially dangerous items
- reporting actions include verbal and written communication in accordance with organisational policies and procedures
- communication may be oral written or visual and can include simple data
- being responsible for the maintenance of own work quality and being required to contribute to the quality improvement of team or section output where necessary
- safety environmental housekeeping and quality are as specified by machine/equipment manufacturers regulatory authorities and the enterprise

Applicable State/ Territory/ Commonwealth regulations and legislation may include:

- occupational health and safety legislation relevant to workplace activities
- Workers' Compensation legislation
- Environment Protection Act

Evidence Guide

Critical aspects of assessment:

- Assessment must confirm appropriate skills and knowledge to
- interpret production schedules and work load priorities
- load machine appropriately
- select program
- monitor operation

Interdependent assessment of units:

- this unit does not need to be assessed in conjunction with other units and can be carried out independently

Underpinning knowledge of:

- relevant occupational health and safety legislation codes of practice policies and procedures
- store/enterprise policies and procedures
- machine operation program selection and monitoring procedures
- level of operator maintenance for between load servicing
- characteristics and hazards of additives and dosing systems
- quality standards
- safety and environmental aspects related to workplace, machine/equipment operation and manual handling, including consumable or hazardous materials
- workplace procedures
- reporting procedures

Underpinning skills to:

- determine load sizes
- use machines and related equipment
- use/handle additives chemicals safely
- inspect articles for stains or further work
- maintain quality requirements for each stage of the process
- communicate effectively within the workplace
- interpret and apply established procedures
- document assess and transfer information

Resource implications:

- access to real or appropriately simulated work situation equipment garments materials relevant product and safety information quality standards procedures or information associated with organisation or customer requirements

Consistency in performance:

- applies underpinning knowledge and skills when:
 - ◊ establishing plans
 - ◊ describing consequences
 - ◊ completing tasks
 - ◊ identifying improvements
 - ◊ applying safety precautions relevant to the task
 - ◊ assessing operational capability of equipment used and processes selected where relevant
- shows evidence of application of relevant workplace procedures including:
 - ◊ hazard policies and procedures including Codes of Practice
 - ◊ issue resolution procedures
 - ◊ job procedures and work instructions
 - ◊ quality procedures (where existing)
 - ◊ security procedures
 - ◊ waste pollution and recycling management processes
 - ◊ relevant guidelines relating to the safe use of equipment
- action taken promptly accidents and incidents reported in accordance with statutory requirements and organisation procedures
- recognises and adapts appropriately to cultural differences in the workplace including modes of behaviour and interactions among staff and others
- work completed systematically with attention to detail without damage to goods equipment or personnel

Context for assessment:

- assessment may occur on the job or in an appropriately simulated workplace

LMXPRDCG-05A Operate wet cleaning machines

This unit covers the skills required to load articles into machines and process to specifications and quality requirements. It involves machine operations and monitoring procedures.

Element	Performance Criteria
1. Prepare for wet cleaning	<ul style="list-style-type: none">production schedule and work load priorities are correctly identifiedmachine loads are accurately determined by weight or classificationweighing machines are operated and size of load is determined by correctly reading indicator scaleswet cleaning schedules are followed for a given process/article.machine operator instructions are correctly followedrecords are completed in accordance with enterprise procedures
2. Operate wet cleaning machine	<ul style="list-style-type: none">between load service of machine is carried out in accordance with manufacturers' and enterprise proceduresmachine is loaded with correct weight for machine according to product classification manufacturers' specifications enterprise procedures and occupational health and safety requirementswet cleaning program is correctly determined for type of washwater levels and temperature are correctly selected for load typeappropriate additives are correctly added to machinemachine is operated in accordance with operating instructionsadditives and dosing system are prepared and monitored for correct operation and faults reported where appropriatearticles are unloaded using correct manual handling techniques where requiredrecords are completed in accordance with enterprise procedures
3. Monitor wet cleaning machine operation	<ul style="list-style-type: none">machine operation is checked for correct water temperature and additives levels and program operationwashing machine operational faults are reported according to enterprise proceduresdischarge from washing machine is monitored in accordance with enterprise and regulatory requirements
4. Sort and inspect articles	<ul style="list-style-type: none">articles are hung or sorted and inspected for stains further work etc. according to finishing requirements of the enterprisearticles are directed to correct area for finishing drying or further processing

Range of Variables

General context:

- work is performed under some supervision generally within a team environment
- work is carried out in accordance with statutory requirements organisation insurance requirements occupational health and safety legislation manual handling procedures and relevant health regulations

Worksite Environment may include:

- work conducted in operational workplaces where adequate ventilation, lighting and other relevant occupational health and safety requirements are applied
- exposure to sharp objects, chemicals, dangerous or hazardous substances

Machines and equipment may be microprocessor or computer controlled and can relate to:

- small wet cleaning machines in the 2.5 to 25 kg capacity range
- weighing machines

Procedures may relate to:

- manual handling for loading and unloading machines
- safe use of machines and related equipment
- quality control requirements

Machine loads may be determined by:

- weight
- classification

Between load service may include:

- visual safety checks
- machine cleaning
- minor adjustments
- program selection

Articles may include:

- garments
- soft furnishings
- items with and without trim/accessories

Data recording may include:

- keyboard
- manual recording applications

Sources of information/documents may include:

- customer/s
- requisition dockets tags or other identification
- machine/equipment manufacturers' specifications and instructions
- manufacturers' labels care labelling
- occupational health and safety training manual for dry cleaning industry
- guidelines for the use of hazardous substances
- organisation work orders
- organisational or external personnel
- Quality and Australian standards and procedures

Workplace context may include:

- work organisation procedures and practices relating to operating machines
- Conditions of service legislation and industrial agreements including
 - ◊ workplace agreements and awards
 - ◊ state federal or territory legislation

- standard work practice involving the safe handling of chemicals and other potentially dangerous items
- reporting actions include verbal and written communication in accordance with organisational policies and procedures
- communication may be oral written or visual and can include simple data
- being responsible for the maintenance of own work quality and being required to contribute to the quality improvement of team or section output where necessary
- safety environmental housekeeping and quality are as specified by machine/equipment manufacturers regulatory authorities and the enterprise

Applicable State/Territory/Commonwealth regulations and legislation may include:

- occupational health and safety legislation relevant to workplace activities
- Workers' Compensation legislation
- Environment Protection Act

Evidence Guide

Critical aspects of assessment:

- assessment must confirm appropriate skills and knowledge to
- interpret production schedules and work load priorities
- load machine appropriately
- select program
- monitor operation

Interdependent assessment of units:

- this unit does not need to be assessed in conjunction with other units and can be carried out independently

Underpinning knowledge of:

- relevant occupational health and safety legislation codes of practice policies and procedures
- store/enterprise policies and procedures
- machine operation program selection and monitoring procedures
- level of operator maintenance for between load servicing
- characteristics and hazards of additives and dosing systems
- quality standards
- safety and environmental aspects related to workplace and machine/equipment operation and manual handling including consumable or hazardous materials
- workplace procedures
- reporting procedures

Underpinning skills to:

- determine load sizes
- use machines and related equipment
- use/handle additives chemicals safely
- inspect articles for stains or further work
- maintain quality requirements for each stage of the process
- communicate effectively within the workplace
- interpret and apply established procedures
- document, assess and transfer information

Resource implications:

- access to real or appropriately simulated work situation equipment garments materials relevant product and safety information quality standards procedures or information associated with organisation or customer requirements

Consistency in performance

- applies underpinning knowledge and skills when
 - ◊ establishing plans

- ◇ describing consequences
 - ◇ completing tasks
 - ◇ identifying improvements
 - ◇ applying safety precautions relevant to the task
 - ◇ assessing operational capability of equipment used and processes selected where relevant
- shows evidence of application of relevant workplace procedures including:
 - ◇ hazard policies and procedures including Codes of Practice
 - ◇ issue resolution procedures
 - ◇ job procedures and work instructions
 - ◇ quality procedures (where existing)
 - ◇ security procedures
 - ◇ waste pollution and recycling management processes
 - ◇ relevant guidelines relating to the safe use of equipment
- action taken promptly; accidents and incidents reported in accordance with statutory requirements and organisation procedures
- recognises and adapts appropriately to cultural differences in the workplace including modes of behaviour and interactions among staff and others
- work completed systematically with attention to detail without damage to goods equipment or personnel

Context for assessment:

- assessment may occur on the job or in an appropriately simulated workplace

LMXPRDCG-06A Operate finishing equipment

This unit covers the skills required to finish dry cleaned articles ready for dispatch. It involves machine operation monitoring and inspection procedures.

Element	Performance Criteria
1. Operate finishing equipment	<ul style="list-style-type: none">procedures for start up and stopping of finishing equipment are correctly performedsafety requirements related to machine operation and protective clothing are followedschedules are checked to ensure enterprise requirements for quality and quantity are metarticles are classified and sorted according to finishing and rework requirementsarticles are prepared for finishing in accordance with requirementsarticles are correctly placed into or on finishing equipmentfinishing equipment is correctly operated in accordance with enterprise requirements for quality and quantitymachines are monitored and adjusted for correct operation in accordance with manufacturers' specifications
2. Inspect articles	<ul style="list-style-type: none">articles are inspected against quality standardsarticles not meeting quality standards are returned for re processingdamaged or torn articles are identified for repair or return in accordance with enterprise procedures

Range of Variables

General context:

- work is performed under some supervision generally within a team environment
- work is carried out in accordance with statutory requirements organisation insurance requirements occupational health and safety legislation manual handling procedures and relevant health regulations

Worksite environment may include:

- work conducted in operational workplaces where adequate ventilation, lighting and other relevant occupational health and safety requirements are applied
- exposure to sharp objects, chemicals, dangerous or hazardous substances

Equipment may refer to:

- air operated microprocessor controlled finishing equipment manually operated
- Steam tunnel

Manually operated finishing equipment may include:

- trouser topper
- trouser legger
- puff iron
- air and steam finisher
- hand iron
- hot head press
- utility press

Operating procedures may relate to:

- manual handling techniques
- safe use of machines and related equipment
- reporting procedures for faults safety checks etc.
- production requirements

Start up and stopping procedures may include:

- pre start up visual checks including safety requirements
- basic maintenance checks
- product setting requirements
- machine cleaning

Articles may include:

- garments
- soft furnishings
- items with and without trim/accessories

Data recording may include:

- keyboard
- manual recording applications

Sources of information/documents may include:

- customer/s
- requisition dockets tags or other identification
- machine/equipment manufacturers' specifications and instructions
- manufacturers' labels care labelling
- occupational health and safety training manual for dry cleaning industry
- guidelines for the use of hazardous substances
- organisation work orders
- organisational or external personnel
- Quality and Australian standards and procedures

Workplace context may include:

- work organisation procedures and practices relating to operating machines
- conditions of service legislation and industrial agreements including
 - ◊ workplace agreements and awards
 - ◊ state federal or territory legislation
- standard work practice involving the safe handling of chemicals and other potentially dangerous items
- reporting actions include verbal and written communication in accordance with organisational policies and procedures
- communication may be oral written or visual and can include simple data
- being responsible for the maintenance of own work quality and being required to contribute to the quality improvement of team or section output where necessary
- safety environmental housekeeping and quality are as specified by machine/equipment manufacturers regulatory authorities and the enterprise

Applicable State/ Territory/ Commonwealth regulations and legislation may include:

- occupational health and safety legislation relevant to workplace activities
- Workers' Compensation legislation
- Environment Protection Act

Evidence Guide

Critical aspects of evidence to be considered:

- assessment must confirm appropriate skills and knowledge to:
 - ◊ check production schedules
 - ◊ classify and sort articles
 - ◊ load machine appropriately
 - ◊ monitor operation

Interdependent assessment of units:

- this unit does not need to be assessed in conjunction with other units and can be carried out independently

Underpinning knowledge of:

- relevant occupational health and safety legislation codes of practice policies and procedures
- store/enterprise policies and procedures
- finishing equipment and their applications
- machine operation monitoring and adjustment procedures
- basic knowledge of fibres and fabrics and the effects of heat and steam
- level of operator maintenance
- quality standards and inspection processes
- safety and environmental aspects of related to workplace and machine/equipment operation and manual handling
- workplace and reporting procedures

Underpinning skills to:

- use equipment and make adjustments
- use/handle additives chemicals safely
- inspect articles
- maintain quality requirements for each stage of the process
- identify articles that are damaged torn or require reprocessing
- communicate effectively within the workplace
- interpret and apply established procedures
- document assess and transfer information

Resource implications

- access to real or appropriately simulated work situation equipment materials relevant product and safety information quality standards procedures or information associated with organisation or customer requirements

Consistency in performance:

- applies underpinning knowledge and skills when
 - ◊ establishing plans
 - ◊ describing consequences
 - ◊ completing tasks
 - ◊ identifying improvements
 - ◊ applying safety precautions relevant to the task
 - ◊ assessing operational capability of equipment used and processes selected where relevant
- shows evidence of application of relevant workplace procedures including:
 - ◊ hazard policies and procedures including codes of practice
 - ◊ issue resolution procedures
 - ◊ job procedures and work instructions
 - ◊ quality procedures (where existing)
 - ◊ security procedures
 - ◊ waste pollution and recycling management processes
 - ◊ relevant guidelines relating to the safe use of equipment

- action taken promptly accidents and incidents reported in accordance with statutory requirements and organisation procedures
- recognises and adapts appropriately to cultural differences in the workplace including modes of behaviour and interactions among staff and others
- work completed systematically with attention to detail without damage to goods equipment or personnel

Context for assessment:

- assessment may occur on the job or in an appropriately simulated workplace

CHCOD9A Perform pre and post spotting

This unit is concerned with the ability to identify stains and to spot garments to meet quality standards.

This unit is based on the National TCF and Allied Industries Competency Standards (Draft 1995): Dry Cleaning Sector unit of competency *Perform Pre and Post Spotting*.

Element	Performance Criteria
1. Identify stain	<ul style="list-style-type: none">steps for identifying the type of stain are followed in accordance with enterprise or industry proceduresstain is correctly identified
2. Determine spotting requirements	<ul style="list-style-type: none">spotting requirements for the identified stain area are correctly determined taking into account the particular fibre or fabric dye and colour
3. Carry out spotting procedure	<ul style="list-style-type: none">preparation for spotting is carried out in accordance with enterprise equipment, operation procedures and spotting agent directionsmachine is operated in accordance with manufacturers and enterprise proceduresarticle is processed in accordance with enterprise procedures and/or spotting agent directions

Range of Variables

Work may involve individual and team related activities

Procedures can relate to:

- manual handling and safe handling of spotting agents
- recording of non removable stains and defects
- quality control requirements

Manuals and specifications include:

- enterprise documents
- occupational health and safety training manual for dry cleaning industry
- specifications from manufacturers of spotting aids
- guidelines for the use of hazardous substances

Data recording may include:

- key board
- manual recording applications

Machines and equipment can refer to:

- various types of spotting equipment eg. steam air sprays

Evidence Guide

Critical aspects of assessment:

- work is performed in a safe manner
- standards of safety housekeeping and quality of work are as specified by machine/equipment manufacturers, regulatory authorities, the enterprise

Underpinning knowledge of:

- level of operator responsibility for equipment maintenance and monitoring
- safety and environmental aspects related to equipment and operation and handling of consumable or hazardous materials

- level of operator responsibility for equipment maintenance and monitoring
- quality requirements for each step in the process
- monitoring procedures
- current NHMRC infection control guidelines
- Australian Standard as 4146

Underpinning skills of:

- language and literacy skills appropriate to the role and workplace requirements
- stain identification and the procedural steps to be followed

Consistency in performance:

- it is recommended that assessment may take place on one occasion

Context for assessment:

- this unit of competency may be assessed on the job or through simulation

LMXPRDCG-10A Prepare articles for storage or despatch

This unit covers the skills required to compile, pack and consign orders according to transportation. It includes coordinating orders for delivery or collection or storage requirements.

Element	Performance Criteria
1. Prepare garments and/or articles for despatch	<ul style="list-style-type: none">• records are checked to ensure requirements are met• hanging or packing of garments is carried out according to enterprise procedures for handling of finished articles• objects to be returned and/or promotional materials are added to article where appropriate• orders are compiled to enterprise and customer specifications/requirements• orders are coordinate to meet delivery or collection timetables
2. Store garments or articles	<ul style="list-style-type: none">• garments/articles are stored in an appropriate location in accordance with enterprise procedures• records are maintained in accordance with enterprise procedures

Range of Variables

General context:

- work is performed under some supervision generally within a team environment
- work is carried out in accordance with statutory requirements, organisation insurance requirements occupational health and safety legislation manual handling procedures and relevant health regulations

Worksite environment may include:

- work conducted in operational workplaces where adequate ventilation lighting and other relevant occupational health and safety requirements are applied
- exposure to sharp objects, chemicals, dangerous or hazardous substances

Preparation for despatch may relate to:

- care requirements
- packaging
- correct labelling and identification
- return of objects/lost property

Compiling orders for despatch could include:

- checking specifications and documentation
- sequencing delivery points
- coordinating timetables

Operating procedures may relate to:

- manual handling techniques
- safe use of machines and related equipment

Articles may include:

- garments
- soft furnishings
- items with and without trim/accessories

Machines and equipment may include:

- manual and electrical packaging equipment
- mechanical storage conveyors
- static railing

Data recording may include:

- keyboard
- manual recording applications

Sources of information/documents may include:

- customer/s
- requisition dockets tags or other identification
- machine/equipment manufacturers' specifications and instructions
- manufacturers' labels care labelling
- special attention tags
- occupational health and safety training manual for dry cleaning industry
- organisation work orders
- organisational or external personnel
- Quality and Australian standards and procedures

Workplace context may include:

- work organisation procedures and practices relating to packing storage and despatch processes
- conditions of service legislation and industrial agreements including
 - ◊ workplace agreements and awards
 - ◊ State Federal or Territory legislation
- standard work practice involving the safe handling of chemicals and other potentially dangerous items
- reporting actions include verbal and written communication in accordance with organisational policies and procedures
- communication may be oral written or visual and can include simple data
- being responsible for the maintenance of own work quality and being required to contribute to the quality improvement of team or section output where necessary
- safety environmental housekeeping and quality are as specified by machine/equipment manufacturers regulatory authorities and the enterprise

Applicable State/Territory/Commonwealth regulations and legislation may include:

- occupational health and safety legislation relevant to workplace activities
- Workers' Compensation legislation
- Environment Protection Act

Evidence Guide

Critical aspects assessment:

- assessment must confirm appropriate skills and knowledge to
- identify/confirm requirements
- prepare garments/articles for storage or despatch
- hang or pack articles/garments appropriately
- compile/coordinate orders for despatch

Interdependent assessment of units:

- this unit does not need to be assessed in conjunction with other units and can be carried out independently

Underpinning knowledge of:

- relevant occupational health and safety legislation codes of practice policies and procedures
- store/enterprise policies and procedures
- packing and handling procedures
- delivery and collection timetables

- quality standards
- safety and environmental aspects related to workplace operation and manual handling
- workplace procedures
- reporting procedures

Underpinning skills to:

- handle articles/garments appropriately
- interpret customer and enterprise specifications/requirements
- compile and coordinate orders
- locate and apply relevant information
- maintain quality requirements for each stage of the process
- communicate effectively within the workplace
- apply established procedures
- document and transfer information

Resource implications:

- access to real or appropriately simulated work situation products equipment relevant product and safety information quality standards procedures or information associated with organisation or customer requirements

Consistency in performance:

- applies underpinning knowledge and skills when
 - ◊ establishing plans
 - ◊ maintaining standards
 - ◊ completing tasks
 - ◊ identifying improvements
 - ◊ applying safety precautions relevant to the task
 - ◊ assessing operational capability of equipment used and processes selected where relevant
- shows evidence of application of relevant workplace procedures including
 - ◊ hazard policies and procedures including Codes of Practice
 - ◊ issue resolution procedures
 - ◊ job procedures and work instructions
 - ◊ quality procedures (where existing)
 - ◊ security procedures
 - ◊ waste pollution and recycling management processes
 - ◊ relevant guidelines relating to the safe use of equipment
- action taken promptly accidents and incidents reported in accordance with statutory requirements and organisation procedures
- recognises and adapts appropriately to cultural differences in the workplace including modes of behaviour and interactions among staff and others
- work completed systematically with attention to detail without damage to goods equipment or personnel

Context for assessment:

- assessment may occur on the job or in an appropriately simulated workplace

LMXPRLAU-11A Coordinate and process products for storage and dispatch

This unit covers the skills required to coordinate process and check orders for transportation or storage requirements. It includes coordinating orders for delivery or collection.

Element	Performance Criteria
1. Prepare product for despatch	<ul style="list-style-type: none">records are checked to ensure requirements are metorders are compiled to customer specifications/requirementsorders are ordinated to meet delivery or collection timetables
2. Coordinate and pack product for delivery or collection	<ul style="list-style-type: none">transport or storage equipment is inspected prior to packing to ensure cleanliness specifications are metpacking sequences are planned and coordinated according to enterprise proceduresproducts are packaged to meet laundry and client requirementsorders are checked for correct quantity and weight and are labelled according to laundry specificationsfinal inspection is carried out in accordance with quality standards
3. Process orders and dockets	<ul style="list-style-type: none">despatch storage and/or other related documentation is completed accurately and legibly in accordance with enterprise procedures
4. Store products	<ul style="list-style-type: none">records are maintained in accordance with enterprise proceduresproducts are stored in an appropriate location in accordance with enterprise procedures and AS 4146orders are assigned according to storage/transport requirements

Range of Variables

General context:

- work is performed under some supervision generally within a team environment
- work is carried out in accordance with statutory requirements organisation insurance requirements occupational health and safety legislation manual handling procedures and relevant health regulations

Worksite environment may include:

- work conducted in operational workplaces where adequate ventilation lighting and other relevant occupational health and safety requirements are applied.
- exposure to sharp objects chemicals dangerous or hazardous substances

Preparation for despatch may relate to:

- care requirements
- packaging
- correct labelling and identification

Compiling orders for despatch could include:

- checking specifications and documentation
- sequencing delivery points
- coordinating orders

Operating procedures may relate to:

- packaging
- cleaning
- storage
- transport
- manual handling techniques
- safe use of machines and related equipment

Transport or storage equipment can include:

- trolleys
- bins
- baskets
- racks
- vehicles
- weighing machines
- conveyor equipment
- tying, wrapping, banding, and hanging equipment including heat shrink equipment
- auto ID equipment, bar coding equipment
- folding equipment
- shelving

Data recording may include:

- keyboard
- manual recording applications

Sources of information/documents may include:

- customer/s
- requisition dockets tags or other identification
- machine/equipment manufacturers' specifications and instructions
- manufacturers' labels care labelling
- special attention tags
- organisation work orders
- organisational or external personnel
- Quality and Australian standards and procedures

Workplace context may include:

- work organisation procedures and practices relating to packing storage and despatch processes
- conditions of service legislation and industrial agreements including
 - ◊ workplace agreements and awards
 - ◊ State, Federal or Territory legislation
- standard work practice involving the safe handling of chemicals and other potentially dangerous items
- reporting actions include verbal and written communication in accordance with organisational policies and procedures
- communication may be oral written or visual and can include simple data
- being responsible for the maintenance of own work quality and being required to contribute to the quality improvement of team or section output where necessary
- safety environmental housekeeping and quality are as specified by machine/equipment manufacturers regulatory authorities the enterprise and Australian standard 4146 and ISO 9002

Applicable State/Territory/Commonwealth regulations and legislation may include:

- occupational health and safety legislation relevant to workplace activities
- Workers' Compensation legislation
- Environment Protection Act

Evidence Guide

Critical aspects assessment:

- Assessment must confirm appropriate skills and knowledge to
 - ◇ inspect transport or storage equipment
 - ◇ ensure products are prepared for storage or despatch appropriately
 - ◇ plan packing sequences
 - ◇ compile/coordinate orders for despatch

Interdependent assessment of units:

- this unit does not need to be assessed in conjunction with other units and can be carried out independently

Underpinning knowledge of:

- relevant occupational health and safety legislation codes of practice policies and procedures
- store/enterprise policies and procedures
- packing and handling procedures
- delivery and collection timetables
- quality standards
- safety and environmental aspects related to workplace operation and manual handling including consumable or hazardous materials
- workplace procedures
- reporting procedures

Underpinning skills to:

- identify requirements
- coordinate storage and despatch processes
- check orders
- organise packaging procedures
- meet customer and enterprise specifications/requirements
- maintain quality requirements for each stage of the process
- communicate effectively within the workplace
- interpret and apply established procedures
- document assess and transfer information

Resource implications:

- access to real or appropriately simulated work situation products equipment relevant product and safety information quality standards procedures or information associated with organisation or customer requirements

Consistency in performance:

- applies underpinning knowledge and skills when
 - ◇ establishing plans
 - ◇ describing consequences
 - ◇ completing tasks
 - ◇ identifying improvements
 - ◇ applying safety precautions relevant to the task
 - ◇ assessing operational capability of equipment used and processes selected where relevant
- shows evidence of application of relevant workplace procedures including
 - ◇ hazard policies and procedures including codes of practice
 - ◇ issue resolution procedures
 - ◇ job procedures and work instructions
 - ◇ quality procedures (where existing)
 - ◇ security procedures
 - ◇ waste pollution and recycling management processes
 - ◇ relevant guidelines relating to the safe use of equipment

- action taken promptly accidents and incidents reported in accordance with statutory requirements and organisation procedures
- recognises and adapts appropriately to cultural differences in the workplace including modes of behaviour and interactions among staff and others
- work completed systematically with attention to detail without damage to goods equipment or personnel

Context for assessment:

- assessment may occur on the job or in an appropriately simulated workplace

CHCPSD4A Process linen

This unit is concerned with the ability to carry out disposal of linen and maintenance of linen supplies.

Element	Performance Criteria
1. Collect and dispose of soiled linen	<ul style="list-style-type: none">linen skip bags are secured in linen skip which is appropriately positioned for uselinen bag is secured and removed from skip when three quarters fulllinen is transported to designated areaoccupational health and safety standards and manual handling procedures are implemented
2. Deliver linen	<ul style="list-style-type: none">linen is collected from main storage areapersonal and/or enterprise linen is distributed to appropriate clients/patientsward/section linen is transported to storeslinen supplies/stores are maintained

Range of Variables

Delivering linen to wards/rooms may involve:

- personal linen
- enterprise linen

Occupational health and safety standards particularly apply to:

- sharps and Standard Precautions

The delivery of linen may involve a Linen Imprest system

Evidence Guide

Critical aspects of assessment:

- work is performed in a safe manner

Underpinning knowledge of:

- safe and healthy work practices including the use of personal protective equipment
- roles and responsibilities relevant to manual handling equipment
- principles and requirements of the relevant state/territory occupational health and safety legislation

Underpinning skills of:

- language and literacy skills appropriate to the role and workplace requirements
- manual handling techniques

Resource implications:

- resource requirements include equipment such as trolleys

Consistency in performance:

- it is recommended that assessment may take place on one occasion

Context for assessment:

- this unit of competency may be assessed on the job or through simulation