Community Services Training Package
(CHC99)

Aged Care Work
National Competency Standards
Preface

This document contains specific national competency standards and qualifications relating to Aged Care 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 aged care 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 which 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

Aged care services comprise a system of appropriate support services involving provision for the maintenance of continued independence as well as assistance for the frail/aged or ill. Such services should include health monitoring, personal care, environmental and social support services, information and advocacy services. Aged care services include community nursing, home help, information services and day care centres, as well as hostels, nursing homes and acute care.

A direct care worker in aged care services provides services to an aged person/s and the ultimate goal of this relationship is a state of health, wellbeing and independence appropriate to the aged person’s needs and desires.

In this project direct care work is that work which predominantly involves interpersonal contact with client/s.

Other National Competency Standards 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.

Examples of workers falling within the scope of this project include, but are not restricted to those working in:
- Personal and family support for carers and for the aged person
- Social/home support for the aged person
- Community action/development for and on behalf of the aged
- Housing/residential accommodation for the aged
- Health related programs for the aged
- Labour market programs for the aged
- Acute care
- Aged care facilities
  - private
  - public
  - retirement village
  - nursing home
  - hostels
  - supported residential services
- Private homes

Work will take into account the client/patient needs and the complexity of the activity to be undertaken to ensure that:
- there are adequate provisions for professional accountability and responsibility for work delegated to aged care workers;
- there is compliance with the law, eg. Nurses Act, Medical Act, Pharmacy Act, Poisons Act/Regulations, etc. in each State/Territory.
How were these Competency Standards developed?

These standards have been developed through extensive industry consultations. 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 national competency standards for aged care work was initially managed by a committee comprising representatives from the aged care sector. The standards are now managed by the Board of Community Services and Health Training Australia.
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 which 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 which 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 which 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 Aged Care 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.

Aged care specialisation units of competency
These incorporate those skills which are special, different or specific to working with aged care people.

Community services common units of competency
The common competencies are those units of competency which 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 which 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:

<table>
<thead>
<tr>
<th>Area</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy</td>
<td>AD</td>
</tr>
<tr>
<td>Administration</td>
<td>ADMIN</td>
</tr>
<tr>
<td>Community development</td>
<td>CD</td>
</tr>
<tr>
<td>Case management</td>
<td>CM</td>
</tr>
<tr>
<td>Casework intervention</td>
<td>CWI</td>
</tr>
<tr>
<td>Communication</td>
<td>COM</td>
</tr>
<tr>
<td>Client service</td>
<td>CS</td>
</tr>
<tr>
<td>Information management</td>
<td>INF</td>
</tr>
<tr>
<td>Networking</td>
<td>NET</td>
</tr>
<tr>
<td>Organisational management</td>
<td>ORG</td>
</tr>
<tr>
<td>Policy and research</td>
<td>P&amp;R</td>
</tr>
<tr>
<td>Working with groups</td>
<td>GROUP</td>
</tr>
</tbody>
</table>
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 or 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 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 which 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 IV
- 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 (and above)_
• 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 Aged Care Work:

- CHC20199 Certificate II in Community Services (Aged Care Work)
- CHC30199 Certificate III in Community Services (Aged Care Work)
- CHC40199 Certificate IV in Community Services (Aged Care Work)
- CHC50199 Diploma of Community Services (Aged Care Work)
- CHC60199 Advanced Diploma of Community Services (Aged Care Work)
CHC20199 Certificate II in Community Services
(Aged Care Work)

Packaging to gain a national qualification

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>4 (one must be an Aged Care unit)</td>
</tr>
<tr>
<td>Options</td>
<td>1</td>
</tr>
<tr>
<td>Total number of units of competency</td>
<td>11</td>
</tr>
</tbody>
</table>

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: Only one of CHCAC1A and CHCAC2A may be included
Note 2: One elective unit in Certificate II in Community Services (Aged Care) is equivalent to 4 Ancillary/Support units. The relevant Ancillary/Support units are listed over the page
Note 3: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation)

Aged Care specialisation

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCAC3A</td>
<td>Orientation to aged care work</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Common competencies

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCS0A</td>
<td>Deliver service to clients</td>
</tr>
<tr>
<td>CHCORG1A</td>
<td>Follow the organisation’s policies procedures and programs</td>
</tr>
<tr>
<td>CHCORG2A</td>
<td>Work with others</td>
</tr>
<tr>
<td>CHCORG4A</td>
<td>Follow the organisation’s occupational health and safety policies</td>
</tr>
<tr>
<td>CHCCOM1A</td>
<td>Communicate with people accessing the service of the organisation</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Electives from Other Community Services Sectors

| CHCAOD1A | Introduction to the alcohol and other drugs sector |
| CHCCH1A | Orientation to work in the community housing sector |
| 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 |
| CHCMH1A | Orientation to work in the mental health sector |
### Electives from Ancillary/Support Units

<table>
<thead>
<tr>
<th>Cleaning services</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PRMCL01A</td>
<td>Maintain hard floor surfaces</td>
</tr>
<tr>
<td>PRMCL03A</td>
<td>Replace hard floor finish</td>
</tr>
<tr>
<td>PRMCL04A</td>
<td>Maintain soft floors</td>
</tr>
<tr>
<td>PRMCL05A</td>
<td>Remove stains and spillages from soft floors</td>
</tr>
<tr>
<td>PRMCL07A</td>
<td>Remove dirt and soil from soft floors or fabric upholstery</td>
</tr>
<tr>
<td>PRMCL09A</td>
<td>Wash and squeegee glass surfaces to remove all visible dirt and grime</td>
</tr>
<tr>
<td>PRMCL10A</td>
<td>Maintain ceiling surfaces and fittings</td>
</tr>
<tr>
<td>PRMCL12A</td>
<td>Wash external surfaces to remove all visible dirt and grime</td>
</tr>
<tr>
<td>PRMCL13A</td>
<td>Undertake detailed clean of window coverings to remove all dirt and grime</td>
</tr>
<tr>
<td>PRMCL14A</td>
<td>Maintain a clean room environment with no traces of visible dust</td>
</tr>
<tr>
<td>PRMCL15A</td>
<td>Maintain furniture and fittings and dress an area or room</td>
</tr>
<tr>
<td>PRMCL17A</td>
<td>Spot clean external surfaces to remove all visible marks</td>
</tr>
<tr>
<td>PRMCL19A</td>
<td>Maintain wet area in an odour free, soil and hazard free condition</td>
</tr>
<tr>
<td></td>
<td>Remove waste to maintain a tidy environment/area</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Client/patient services</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCPS2A</td>
<td>Handle and transport goods</td>
</tr>
<tr>
<td>CHCCPS3A</td>
<td>Prepare a bed for occupancy</td>
</tr>
<tr>
<td>CHCCPS6A</td>
<td>Transport specimens and deceased persons</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Food services</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCFP1A</td>
<td>Present food</td>
</tr>
<tr>
<td>CHCFP4A</td>
<td>Prepare appetisers, salads and sandwiches</td>
</tr>
<tr>
<td>CHCT2A</td>
<td>Receive, transport and store food in a safe and hygienic manner</td>
</tr>
<tr>
<td>CHCT7A</td>
<td>Wash dishes</td>
</tr>
<tr>
<td>CHCT8A</td>
<td>Deliver food/beverages</td>
</tr>
<tr>
<td>CHCT9A</td>
<td>Collect meal trays/beverage utensils</td>
</tr>
<tr>
<td>CHCT10A</td>
<td>Support food services in menu processing</td>
</tr>
<tr>
<td>CHCT11A</td>
<td>Provide support to clinical/nutrition services</td>
</tr>
<tr>
<td>CHCT12A</td>
<td>Assist client/patient with nutrition care</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Laundry services</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LMXPRLAU-01A</td>
<td>Collect, receive and sort product</td>
</tr>
<tr>
<td>LMXPRLAU-08A</td>
<td>Repair damaged products</td>
</tr>
<tr>
<td>LMXPRLAU-02A</td>
<td>Operate washing machines</td>
</tr>
<tr>
<td>LMXPRLAU-04A</td>
<td>Perform linen rewash</td>
</tr>
<tr>
<td>LMXPRLAU-06A</td>
<td>Perform conditioning and/or drying processes</td>
</tr>
<tr>
<td>LMXPRDCG-04A</td>
<td>Operate dry cleaning machines</td>
</tr>
<tr>
<td>LMXPRDCG-05A</td>
<td>Operate wet cleaning machines</td>
</tr>
<tr>
<td>LMXPRDCG-06A</td>
<td>Operate finishing equipment</td>
</tr>
<tr>
<td>CHCOD9A</td>
<td>Perform pre and post spotting</td>
</tr>
<tr>
<td>LMXPRLAU-11A</td>
<td>Prepare products for storage or dispatch</td>
</tr>
<tr>
<td>CHCPSD4A</td>
<td>Process linen</td>
</tr>
</tbody>
</table>

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.*
CHC30199 Certificate III in Community Services (Aged Care Work)

**Packaging to gain a national qualification**

<p>| | |</p>
<table>
<thead>
<tr>
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<tr>
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</table>

**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:** Only one of CHCAC1A and CHCAC2A may be included

**Note 2:** One elective unit in Certificate II in Community Services (Aged Care) is equivalent to 4 Ancillary/Support units. The relevant Ancillary/Support units are listed over the page.

**Note 3:** Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation)

### Aged Care specialisation

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCAC3A</td>
<td>Orientation to aged care work</td>
</tr>
<tr>
<td>CHCAC1A</td>
<td>Provide care support to aged people</td>
</tr>
<tr>
<td>CHCAC2A</td>
<td>Assist with aged people’s personal needs</td>
</tr>
<tr>
<td>CHCAC4A</td>
<td>Assist in the provision of an appropriate environment</td>
</tr>
<tr>
<td>CHCAC5A</td>
<td>Contribute to service delivery strategy</td>
</tr>
<tr>
<td>CHCAC6A</td>
<td>Provide services to aged people</td>
</tr>
<tr>
<td>CHCAC12A</td>
<td>Provide services to meet aged people’s personal needs</td>
</tr>
</tbody>
</table>

### Common competencies

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCS0A</td>
<td>Deliver services to clients</td>
</tr>
<tr>
<td>CHCCOM2A</td>
<td>Communicate appropriately with clients and colleagues</td>
</tr>
<tr>
<td>CHCINF1A</td>
<td>Process and provide information</td>
</tr>
<tr>
<td>CHCORR3A</td>
<td>Participate in the work environment</td>
</tr>
<tr>
<td>CHCORR4A</td>
<td>Follow the organisation’s occupational health and safety policies</td>
</tr>
<tr>
<td>CHCAD1A</td>
<td>Advocate for clients</td>
</tr>
<tr>
<td>CHCADM2A</td>
<td>Provide administrative support</td>
</tr>
<tr>
<td>CHCD7A</td>
<td>Support community resources</td>
</tr>
<tr>
<td>CHCD12A</td>
<td>Undertake work in the community services industry</td>
</tr>
<tr>
<td>CHCCM1A</td>
<td>Undertake case management</td>
</tr>
<tr>
<td>CHCCS6A</td>
<td>Assess and deliver services to clients with complex needs</td>
</tr>
<tr>
<td>CHCCW1A</td>
<td>Operate under a case work framework</td>
</tr>
<tr>
<td>CHCGROUP2A</td>
<td>Support group activities</td>
</tr>
<tr>
<td>CHCNET1A</td>
<td>Participate in networks</td>
</tr>
<tr>
<td>CHCP&amp;R1A</td>
<td>Participate in policy development</td>
</tr>
</tbody>
</table>
### Electives from Other Community Services Sectors

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>CHCAOD2A</td>
<td>Orientation to the alcohol and other drugs sector</td>
</tr>
<tr>
<td>CHCCH1A</td>
<td>Orientation to work in the community housing sector</td>
</tr>
<tr>
<td>CHCDIS1A</td>
<td>Orientation to disability work</td>
</tr>
<tr>
<td>CHCDIS3A</td>
<td>Provide services to people with disabilities</td>
</tr>
<tr>
<td>CHCDIS5A</td>
<td>Contribute to positive learning</td>
</tr>
<tr>
<td>CHCDIS8A</td>
<td>Support people with disabilities as workers</td>
</tr>
<tr>
<td>CHCDIS10A</td>
<td>Provide care and support</td>
</tr>
<tr>
<td>CHCMH1A</td>
<td>Orientation to work in the mental health sector</td>
</tr>
</tbody>
</table>
### Electives from Ancillary/Support Units

#### Cleaning services
- **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

#### Client/patient services
- **CHCCPS2A**  Handle and transport goods
- **CHCCPS3A**  Prepare a bed for occupancy
- **CHCCPS6A**  Transport specimens and deceased persons

#### Food services
- **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

#### Laundry services
- **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
- **CHCPST4A**  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.*
CHC40199 Certificate IV In Community Services
(Aged Care Work)

Packaging to gain a national qualification

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>Compulsory</td>
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<tr>
<td>Total number of units of competency</td>
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</table>

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)

Aged Care specialisation

<table>
<thead>
<tr>
<th></th>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCAC3A</td>
<td>Orientation to aged care work</td>
<td></td>
</tr>
<tr>
<td>CHCAC6A</td>
<td>Provide services to aged people</td>
<td></td>
</tr>
<tr>
<td>CHCAC8A</td>
<td>Monitor services to aged people</td>
<td></td>
</tr>
<tr>
<td>CHCAC12A</td>
<td>Provide services to meet aged people’s personal needs</td>
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</table>

Common competencies

<table>
<thead>
<tr>
<th></th>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCADMIN3A</td>
<td>Undertake administrative work</td>
<td>CHCAD1A</td>
</tr>
<tr>
<td>CHCCOM3A</td>
<td>Utilise specialist communication skills</td>
<td>CHCCD1A</td>
</tr>
<tr>
<td>CHCCS2A</td>
<td>Deliver and develop client service</td>
<td>CHCCD2A</td>
</tr>
<tr>
<td>CHCINF2A</td>
<td>Maintain organisation’s information system</td>
<td>CHCCD3A</td>
</tr>
<tr>
<td>CHCORR4A</td>
<td>Follow the organisation’s occupational health and safety policies</td>
<td>CHCCD4A</td>
</tr>
<tr>
<td>CHCORR5A</td>
<td>Maintain an effective work environment</td>
<td>CHCCD5A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHCSS6A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHCGROUP3A</td>
</tr>
<tr>
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<td>CHCNET2A</td>
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<td></td>
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<td>CHCP&amp;R3A</td>
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CHC50199 Diploma of Community Services
(Aged Care Work)

Packaging to gain a national qualification

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Optional competencies

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- compulsory units at higher levels
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- enterprise specific units

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

Aged Care specialisation

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCAC7A Ensure duty of care is provided</td>
<td>CHCAC6A Provide services to aged people</td>
</tr>
<tr>
<td>CHCAC9A Coordinate service provision programs</td>
<td>CHCAC12A Provide services to meet aged people’s personal needs</td>
</tr>
<tr>
<td>CHCAC10A Develop a service delivery strategy</td>
<td></td>
</tr>
<tr>
<td>CHCAC11A Safeguard the rights and needs of aged people</td>
<td></td>
</tr>
<tr>
<td>CHCAC13A Coordinate work in the aged care sector</td>
<td></td>
</tr>
</tbody>
</table>
## Common competencies

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCADMIN3A</td>
<td>CHCAD1A</td>
</tr>
<tr>
<td>CHCCOM3A</td>
<td>CHCADMIN4A</td>
</tr>
<tr>
<td>CHCCOM4A</td>
<td>CHCCD2A</td>
</tr>
<tr>
<td>CHCCS3A</td>
<td>CHCCD4A</td>
</tr>
<tr>
<td>CHCINF5A</td>
<td>CHCCD5A</td>
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<td>CHCOR6A</td>
<td>CHCCM3A</td>
</tr>
<tr>
<td>CHCORG17A</td>
<td>CHCCS7A</td>
</tr>
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<td>CHCADMIN4A</td>
<td>CHCGROUP3A</td>
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<tr>
<td>CHCCD2A</td>
<td>CHCINF3A</td>
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<td>CHCCD4A</td>
<td>CHCNET3A</td>
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<td>CHCCD5A</td>
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<td>CHCP&amp;R5A</td>
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<td>CHCGROUP3A</td>
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<td>CHCINF3A</td>
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<tr>
<td>CHCNET3A</td>
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<tr>
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<td>CHCP&amp;R5A</td>
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</tr>
</tbody>
</table>

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

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

- **BSZ401A** Plan assessment
- **BSZ402A** Conduct assessment
- **BSZ403A** Review assessment
- **BSZ405A** Plan and promote a training program
- **BSZ406A** Plan a series of training programs
- **BSZ407A** Deliver training sessions
- **BSZ408A** Review training
CHC60199 Advanced Diploma of Community Services
(Aged Care Work)

Packaging to gain a national qualification

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Compulsory</td>
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<tr>
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<td>Options</td>
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</tr>
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<td><strong>Total number of units of competency</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

Optional competencies

- elective units at this or higher levels
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Aged Care specialisation

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<tr>
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<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCAC7A</td>
<td>Ensure duty of care is provided</td>
<td>CHCAC6A</td>
</tr>
<tr>
<td>CHCAC10A</td>
<td>Develop a service delivery strategy</td>
<td>Provide services to aged people</td>
</tr>
<tr>
<td>CHCAC11A</td>
<td>Safeguard the rights and needs of aged people</td>
<td>CHCAC12A</td>
</tr>
<tr>
<td>CHCAC13A</td>
<td>Coordinate work in the aged care sector</td>
<td>Provide services to meet aged people’s personal needs</td>
</tr>
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</table>

CHC99 - Aged Care Work © Australian National Training Authority 23
### Common competencies

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCADMIN4A Manage the organisation’s finances, accounts and resources</td>
<td>CHCCD6A Establish and develop community organisations</td>
</tr>
<tr>
<td>CHCCOM3A Utilise specialist communication skills</td>
<td>CHCCM4A Promote high quality case management</td>
</tr>
<tr>
<td>CHCCOM4A Develop, implement and promote effective communication techniques</td>
<td>CHCCM5A Develop practice standards</td>
</tr>
<tr>
<td>CHCCS4A Manage the delivery of quality client service</td>
<td>CHCCS7A Coordinate the assessment and delivery of services to clients with particular needs</td>
</tr>
<tr>
<td>CHCINF4A Manage the organisation’s information systems</td>
<td>CHCINF5A Meet statutory and organisation information requirements</td>
</tr>
<tr>
<td>CHCORG7A Manage workplace issues</td>
<td>CHCINF6A Manage information strategically</td>
</tr>
<tr>
<td>CHCORG11A Lead and develop others</td>
<td>CHCOR8A Establish and manage new programs or services</td>
</tr>
<tr>
<td>CHCORG17A Implement and monitor occupational health and safety policies, procedures and programs</td>
<td>CHCOR9A Manage projects and strategies</td>
</tr>
<tr>
<td>CHCORG10A Manage organisational change</td>
<td>CHCOR10A Review organisational effectiveness</td>
</tr>
<tr>
<td>CHCORG12A Review organisational effectiveness</td>
<td>CHCOR13A Manage organisational strategic and business planning</td>
</tr>
<tr>
<td>CHCORG14A Manage a service organisation</td>
<td>CHCOR14A Manage a service organisation</td>
</tr>
<tr>
<td>CHCORG15A Promote the organisation</td>
<td>CHCORG15A Promote the organisation</td>
</tr>
<tr>
<td>CHCORG16A Manage training</td>
<td>CHCORG16A Manage training</td>
</tr>
<tr>
<td>CHCP&amp;R7A Manage policy development</td>
<td>CHCP&amp;R7A Manage policy development</td>
</tr>
</tbody>
</table>

* These 3 competencies are corequisite and count for one elective/option

*BSZ401A Plan assessment
*BSZ402A Conduct assessment
*BSZ403A Review assessment
# Units of Competency

## Aged Care Work Units and Elements

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Elements</th>
</tr>
</thead>
</table>
| CHCAC1A Provide care support to aged people | 1. Establish and maintain an appropriate relationship with aged person  
2. Provide appropriate support to the aged person  
3. Assist in maintaining an environment that enables maximum wellbeing |
| CHCAC2A Assist with aged people’s personal needs | 1. Support the preferences of aged people within role and responsibility  
2. Provide assistance with aged people’s personal needs |
| CHCAC3A Orientation to aged care work | 1. Demonstrate commitment to quality care for aged people  
2. Support rights, interests and needs of the aged person  
3. Respond to situations of risk or potential risk to the aged person with work role and skills level |
| CHCAC4A Assist in the provision of an appropriate environment | 1. Support aged people to create an environment suitable to needs and preference |
| CHCAC5A Contribute to service delivery strategy | 1. Carry out work activities according to organisational procedures  
2. Contribute to implementation of service delivery |
| CHCAC6A Provide services to aged people | 1. Assist the aged person to achieve maximum wellbeing  
2. Assist the aged person to meet emotional, psychological and spiritual needs |
| CHCAC7A Ensure duty of care is provided | 1. Work ethically  
2. Follow organisational polices and practices  
3. Support rights, interests and needs of the aged person  
4. Assess situations of risk or potential risk to the aged person |
| CHCAC8A Monitor services to aged people | 1. Contribute information to the development of service delivery  
2. Implement responsibilities |
| CHCAC9A Coordinate service provision programs | 1. Identify program and service requirements for aged people  
2. Develop and implement programs for meeting aged people’s needs  
3. Review and monitor programs |
<table>
<thead>
<tr>
<th>Code</th>
<th>Task</th>
<th>Details</th>
</tr>
</thead>
</table>
| CHCAC10A | Develop a service delivery strategy                                 | 1. Assess eligibility to access the service  
2. Information is provided to the aged person and the aged person's carer to facilitate an informed choice  
3. Strategy is determined with the aged person and relevant workers  
4. Identify the potential safety risks and minimise risk of injury |
| CHCAC11A | Safeguard the rights and needs of aged people                       | 1. Support aged person to exercise their rights  
2. Recognise and support the rights of aged persons as consumers of the service  
3. Monitor rights, needs and interests |
| CHCAC12A | Provide services to meet aged people’s personal needs               | 1. Aged people's personal needs are identified and monitored according to organisational guidelines and programs within limits of work role and responsibilities  
2. Services are provided to meet and maintain aged people’s personal needs within limits of work role and responsibilities  
3. Review client service within limits of work role and responsibilities |
| CHCAC13A | Coordinate work in the aged care sector                             | 1. Demonstrate commitment to the delivery of high quality services to aged people  
2. Support rights, interests and needs of aged people  
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
- 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
## AGEDCARE WORK NATIONAL COMPETENCY STANDARDS
### Alignment with Mayer Key Competencies

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Collecting Information</th>
<th>Communication</th>
<th>Planning</th>
<th>Work with Others</th>
<th>Maths</th>
<th>Solve Problems</th>
<th>Use Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCAC1A</td>
<td>Provide care support to aged people</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
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<td>1</td>
</tr>
<tr>
<td>CHCAC2A</td>
<td>Assist with aged person’s personal needs</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>-</td>
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<td>1</td>
</tr>
<tr>
<td>CHCAC3A</td>
<td>Orientation to aged care work</td>
<td>1</td>
<td>3</td>
<td>2</td>
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</tr>
<tr>
<td>CHCAC4A</td>
<td>Assist in the provision of an appropriate environment</td>
<td>1</td>
<td>3</td>
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<td>1</td>
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<tr>
<td>CHCAC5A</td>
<td>Contribute to service delivery strategy</td>
<td>2</td>
<td>3</td>
<td>2</td>
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<td>-</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>CHCAC6A</td>
<td>Provide services to aged people</td>
<td>1</td>
<td>3</td>
<td>3</td>
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</tr>
<tr>
<td>CHCAC7A</td>
<td>Ensure duty of care is provided</td>
<td>1</td>
<td>3</td>
<td>3</td>
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<tr>
<td>CHCAC8A</td>
<td>Monitor services to aged people</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>-</td>
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<td>1</td>
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<tr>
<td>CHCAC9A</td>
<td>Coordinate service provision programs</td>
<td>1</td>
<td>3</td>
<td>3</td>
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<tr>
<td>CHCAC10A</td>
<td>Develop a service delivery strategy</td>
<td>3</td>
<td>3</td>
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</tr>
<tr>
<td>CHCAC11A</td>
<td>Safeguard the rights and needs of aged people</td>
<td>1</td>
<td>3</td>
<td>3</td>
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<td>-</td>
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</tr>
<tr>
<td>CHCAC12A</td>
<td>Provide services to meet aged people’s personal needs</td>
<td>3</td>
<td>3</td>
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<td>3</td>
<td></td>
</tr>
<tr>
<td>CHCAC13A</td>
<td>Coordinate work in the aged care sector</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<td>-</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
CHCAC1A Provide care support to aged people

Providing support and assistance to maintain quality care for aged people.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish and maintain an appropriate relationship with aged person</td>
<td>• self introduction occurs appropriately&lt;br&gt;• courtesy towards the aged person is demonstrated&lt;br&gt;• all dealings with the aged person aim at generating a trusting relationship&lt;br&gt;• demonstrates respect for the individual differences of the aged person&lt;br&gt;• the aged person’s own interests, rights and decision making are supported&lt;br&gt;• confidentiality and privacy of aged person is maintained within organisational guidelines&lt;br&gt;• takes part in short interpersonal exchanges with aged person to establish, maintain and develop relationships</td>
</tr>
<tr>
<td>2. Provide appropriate support to the aged person</td>
<td>• all assistance and support is in accordance with organisational procedures&lt;br&gt;• all support provided to the aged person is in accordance with of the aged person’s needs, rights and self determination&lt;br&gt;• assistance is provided for the aged person’s participation in social, recreational and educational programs and activities as requested&lt;br&gt;• assistance is provided with celebrations and special events as requested&lt;br&gt;• support is provided to the aged person in meeting religious, cultural, sexual, spiritual and ceremonial needs&lt;br&gt;• assistance is sought when it is not possible to provide appropriate support to the aged person</td>
</tr>
<tr>
<td>3. Assist in maintaining an environment that enables maximum wellbeing</td>
<td>• all support provided to aged people enables them to direct their own care where appropriate, and is within organisational procedures&lt;br&gt;• assistance is provided in maintaining a safe and healthy environment, including minimising physical dangers and risk of infections&lt;br&gt;• assistance is provided as required with meals and refreshments&lt;br&gt;• the aged person is provided with support in maintaining a clean and comfortable environment&lt;br&gt;• response to situations of risk to health and safety is in accordance with organisational procedures</td>
</tr>
</tbody>
</table>

Range of variables

*When self introduction occurs, the following may need to be considered:*<br>• cultural background of aged person<br>• customs familiar to aged person<br>• any physical or mental problems which may hinder communication, such as deafness, dementia*
Individual differences may be:
- culture
- age
- economic
- social
- gender
- physical
- emotional
- intellectual
- language
- spiritual

Rights may be detailed in:
- service/outcomes standards documents
- legislation
- organisational policies and practices

Short interpersonal exchanges will be appropriate to the cultural and individual differences of the aged person and may include:
- chatting in friendly manner
- inquiring about the aged person’s health
- short casual exchanges

Needs of the aged person may include:
- physical, sexual and emotional
- support and care
- financial
- household assistance and maintenance
- religious
- cultural
- spiritual
- ceremonial
- recreational
- social

Assistance may include:
- providing information and advice
- accompanying or providing specific services such as transport
- encouragement and support for decisions and actions

Maximum wellbeing may include:
- independent living
- observation of own customs and cultural practices
- coming and going from environment with safety

Evidence guide

Critical aspects of assessment:
- works within role and responsibilities in a manner which accommodates and accepts individual differences of aged people

Interdependent assessment of units:
- this unit can be assessed with CHCCOM1A “Communicate with people accessing the services of the organisation”
Underpinning knowledge:
- relevant plan of care and own role and responsibilities within it
- relevant policies, protocols, and practices of the organisation in relation to own work activities
- basic understanding of the importance of social, recreational and cultural activities for aged people
- common health problems of aged people and their effects
- basic knowledge of processes of ageing
- 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
  - cultural and linguistic diversity
  - risk of self harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islanders
  - mental health

Underpinning skills:
- ability to establish and maintain a relationship that takes into account the aged person’s individual differences (eg. age, abilities, cultural background)
- oral communication skills (language skills) and non-verbal communication skills (eg. touch, smiling etc.) necessary to develop a trusting relationship with an aged person. Language skills may be English or community language as required by service or organisation

Resource implications:
- access to appropriate workplace where assessment can take place or
- simulation of realistic workplace setting for assessment

Consistency in performance:
- assessment will primarily be by observations, questioning and evidence sourced from a workplace environment (eg. testimonials from colleagues/clients etc)
- information for assessment may be gathered over one assessment period but must include a range of different aged care needs

Context of assessment:
- this unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
CHCACC2 Assist with aged people’s personal needs

Assisting aged people to meet daily living needs including nourishment, mobility, personal hygiene and other support within the plan of care.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Support the preferences of aged people within role and responsibility | • personal preferences are identified in consultation with the aged person and accommodated, within organisational parameters  
• aged people are supported and encouraged in exercising their rights and personal preferences without compromising their safety and that of others  
• appropriate communication and relationship building processes are used to identify the aged person’s preferences  
• factual information to identify the aged persons preferences is gathered  
• short interpersonal exchanges, clarifying meaning and maintaining interaction to identify aged person’s preferences are conducted  
• time is taken to listen to aged person’s preferences |
| 2. Provide assistance with aged people’s personal needs | • aged people’s needs are identified and assistance is provided  
• difficulties in meeting needs are clarified with the aged person where appropriate and addressed within organisational parameters  
• processes and aids for providing assistance for aged people are identified and used as appropriate  
• aged people are provided with information to assist in meeting their personal needs  
• organisational policies and practices for reporting are followed as appropriate |

Range of variables

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
  - instructions of the client, their advocate and/or the relevant professional/key worker

- physical comfort and rest

Rights include:
- privacy
- confidentiality
- to be treated in a dignified, safe and comfortable manner
- to express own feelings

Appropriate communication and relationship building processes may include:
- courtesy
- empathy
- non judgemental manner
- listening
- treating the aged person as an individual
- respect for differences
  - cultural
  - physical
  - emotional
  - beliefs
  - customs
  - values
  - religions

Factual information to identify aged person’s preferences may be gathered by:
- asking questions
- observing aged person
- asking for clarification from aged person
- asking other relevant people such as relatives, friends, staff
- listening for relevant information concerning aged person’s preferences

Assistance may vary according to:
- the ability of the worker
- mental health
- physical health

Processes and aids may include:
- meals on wheels
- all equipment and aids
- transport services

Reporting may include:
- changes in appearance and behaviour in accordance with reporting instructions

Reporting may be to:
- supervisors
- colleagues
- health workers
- administrators
- health care services
- emergency services
• community care
• social services
• relatives

Reporting may be via:
• telephone
• hand over reports
• incident reports
• face to face
• written

Evidence guide

Critical aspects of assessment:
• application of a non-judgemental approach to clients
• understanding and adherence to own role and responsibilities
• understanding of accountability and responsibility of supervisors and colleagues
• consultation with aged person, including asking questions, observing and listening.

Understanding of aged person’s rights and personal preferences would be indicated by an ability to list aged person’s preferences or reflect the aged person’s needs back to assessor

Interdependent assessment of units:
• this unit may be assessed with CHCCOM1A or CHCCOM2A

Underpinning knowledge:
• common health problems of aged people and their effects
• different cultural requirements and preferences
• factors giving rise to grief and loss in the aged
• safety risks to aged people
• major components of different systems of the body
• common health problems of aged people and their effects
• processes of ageing
• relevant medication guidelines such as:
  ◊ Australian Pharmaceutical Advisory Council, Integrated Best Practice Model for Medication Management in Residential Aged Care Facilities, Feb 1997 (this contains the following document)
  ◊ Australian Nursing Federation Royal College of Nursing Australia Geriaction, Nursing Guidelines for Medication Management in Nursing Homes and Hostels, 1997
  ◊ NSW Health Department, Circular 97/10 Guidelines for the Handling of Medication in Community Based Health Services and Residential Facilities in New South Wales, Jan 1997
  ◊ Aged Care Victoria, The Administration of Hostel Medication, Nov 1996
• depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
  ◊ alcohol and other drugs
  ◊ cultural and linguistic diversity
  ◊ risk of self harm
  ◊ women
  ◊ men
  ◊ community education
  ◊ Aboriginal and Torres Strait Islanders
  ◊ mental health

Underpinning skills:
• oral communication skills (language competence) required to fulfil job roles as specified by the organisation/service. Oral communication skills include asking questions, clarifying
understanding of aged person’s preferences, and expressing encouragement in oral communication. Service/organisation may require competence in English or community language, depending on client group.

- reading and writing skills (literacy competence) required to fulfil job roles as specified by organisation/service. The level of skill may range from the ability to write short messages or a shopping list, to assisting aged person with banking, reading of mail etc. Service/organisation may require competence in a language other than English, depending on client group.
- basic counselling

Resource implications:

- access to appropriate workplace where assessment can take place
- simulation of realistic workplace setting for assessment

Consistency in performance:

- assessment will primarily be observations, questioning and evidence sourced from a workplace (eg. testimonials from colleagues and/or clients etc.)
- assessment of written skills must be based on workplace requirements
- assessment may be conducted over one or more assessment periods but must include at least assisting with several different personal care needs as listed in the Range of Variables

Context of assessment:

- this unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
CHCAC3A Orientation to aged care work

Work is performed within a legal and ethical framework and supports the rights and interests of the aged people and follows appropriate reporting mechanisms to meet duty of care requirements.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Demonstrate commitment to quality care for aged people | • all work reflects an understanding of key issues facing aged people and their carers  
• all work undertaken reflects context of policy, regulatory, legislative and legal requirements as they apply to the area of work  
• all work in the sector demonstrates a commitment to access and equity principles  
• organisational procedures relating to client participation are followed  
• personal values and attitudes regarding ageing are taken into account when planning and implementing all work activities |
| 2. Support rights, interests and needs of the aged person | • aged person is supported and encouraged to exercise their rights where appropriate  
• legal responsibilities and duty of care are complied with |
| 3. Respond to situations of risk or potential risk to the aged person within work role and skills level | • respond to situations of risk and report to appropriate people  
• report uncharacteristic or inappropriate behaviour  
• report situations of risk which may have an adverse effect on the health of the aged person |

Range of variables

*Issues may include:*
• coming to terms with the ageing process  
• access to community  
• changing needs for physical comfort, sleep and rest  
• death, grieving and loss  
• changes that ageing may bring to physical processes, memory, intellectual function, personality and social interaction

*Context includes:*
• statutory framework within which work takes place  
• historical context of work eg. changing attitudes to ageing; changing approaches to working with clients  
• changing social context of work eg. consumer centred approach, changing government and societal views of aged care, approaches to working with clients,  
• political context eg. government policies and initiatives affecting aged care work  
• economic context eg. the current economic situation as it relates to and affects aged care and the subsequent impact on client needs  
• facts/myths about ageing

*Different models of work in the sector may include:*
• community development and education  
• health promotion  
• case management  
• working with families  
• peer support/self help
• residential services
• respite care
• home based support
• unpaid work
• palliative care

Quality of care may include the following underpinning values and philosophies:
• a holistic and consumer-centred approach
• community education
• promotion of mental health and wellbeing
• early intervention
• targeting of appropriate services
• commitment to meeting the needs and upholding the rights of clients
• commitment to empowering clients

Policy and legislative requirements include:
• Privacy Act
• Equal Employment Opportunity principles
• Guardianship Board
• Freedom of Information Act
• Individual rights
• Residential Aged Care Service Standards
• Aged Care Act 1997
• Nurses Act
• Medical Act
• Pharmacy Act
• Poisons Act
• Medication regulations

A commitment to principles of access and equity includes:
• creation of a client oriented culture
• a non discriminatory approach to all people using the service, their family and friends, the general public and co workers
• ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social

Rights include principles expressed in:
• charters of rights
• outcomes standards documents
• general human rights
• freedom from discrimination
• freedom of information
• outcomes standards
• service standards

Rights may be detailed in:
• resident handbooks
• legislation
• industry and organisational service standards
• mission statements

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

_Interests may include:_  
• financial  
• accommodation  
• services  
• recreation

_Needs may include:_  
• personal  
• security  
• safety  
• recreational  
• social

_Legal responsibilities include:_  
• legislation  
• regulations

_Appropriate people may include:_  
• supervisors  
• relatives  
• colleagues  
• health workers  
• administrators  
• emergency services  
• health care services  
• community care  
• social services

_Reporting may be:_  
• by telephone  
• face to face  
• written  
  ◊ hand over books  
  ◊ written reports  
  ◊ incident reports  
  ◊ accident reports

_Uncharacteristic behaviours may include:_  
• agitation  
• aggression  
• sleeplessness  
• withdrawal  
• disorientation  
• confusion

_Inappropriate behaviours are those which may put others at risk or infringe upon the rights of others_

_Observations of situations of risk may include:_  
• nourishment and hydration/diet (eg. aged person not eating or drinking enough)  
• occupational health and safety (eg. loose carpet squares, slippery bathroom floors)  
• uncharacteristic behaviour  
• memory and mental ability
• distress
• confusion
• mental state
• pain
• sleep/rest patterns
• self care needs
  ◊ clothing
  ◊ hygiene
• health
  ◊ skin integrity
  ◊ substance abuse
• crisis
• social rights infringement
• substance abuse
• those needing emergency care

Responding to situations of risk may include:
• identifying risks
• providing information on risks or potential risks
• risk minimisation

Evidence Guide

Critical aspects of assessment:
• working within the aged care legal and ethical framework
• adheres to own role and responsibilities in aged care work environment
• work maintains quality of care for aged people

Interdependent assessment of units:
• this unit must be assessed with all other specialisation units chosen as part of the package

Underpinning knowledge:
• consumer needs and rights
• duty of care
• principles of client empowerment/disenfranchisement
• current issues facing clients and existing services to address their needs and rights
• principles and practices of confidentiality
• knowledge specific to working with people from culturally and linguistically diverse backgrounds
• organisational occupational health and safety policies and procedures
• organisational philosophy and guidelines
• rights and responsibilities of the aged person
• understanding of stereotypes of ageing
• awareness of own attitudes to ageing
• common health problems of the aged and their effects including dementia and sensory disability
• common risks to safety
• depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
  ◊ alcohol and other drugs
  ◊ cultural and linguistic diversity
  ◊ risk of self harm
  ◊ women
  ◊ men
  ◊ community education
  ◊ Aboriginal and Torres Strait Islanders
- mental health
- knowledge of own role and responsibilities
- knowledge of risk management strategies et infection control, pressure area management

**Underpinning skills:**
- interpersonal communication with clients and other stakeholders. Communication may involve both oral and written communication skills, and will depend on the requirements to fulfil the job role as specified by the organisation/service. Language used may be English or a community language, depending on the client group.
- language, literacy and numeracy competence required to fulfil organisational reporting requirements and according to the literacy support available in the workplace. Reports may be verbal or written. Reporting needs may vary from a two or three sentence note on a familiar workplace situation with assistance available from a supervisor, to a complex report completed with no assistance. Language used may be English or a community language, depending on the client group

**Resource implications:**
- access to appropriate workplace where assessment can take place
- resources available for development of language, literacy and numeracy competence as required by the organisation for workers with language, literacy and numeracy needs

**Consistency in performance:**
- assessment will primarily be observations, questioning and evidence sourced from a workplace environment
- assessment of written skills must be based on workplace requirements
- assessment to be assessed over a period of time

**Context of assessment:**
- assessment is recommended to be conducted in a workplace setting under the normal range of workplace conditions
CHCAC4A Assist in the provision of an appropriate environment

Providing support and assistance to provide a clean, comfortable, safe and secure environment.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Support aged people to create an environment suitable to needs and preference | • aged person is encouraged and assisted to maintain their environment  
• aged persons are assisted to feel secure and comfortable  
• hazards are recognised and addressed as appropriate  
• appropriate aids to support comfort, safety and wellbeing are used  
• aged persons established routines, rhythms and customs are facilitated where possible  
• aged person is informed of support services and encouraged to use them |

Range of variables

*Environment may be:*
• independent living accommodation  
• residential care facility  
• aged care establishment  
• special accommodation house  
• home  
• clubs  
• day centre  
• hostel  
• nursing home

*Hazards may include:*
• obstructions  
  ◊ electrical cords  
  ◊ rugs  
  ◊ furniture  
  ◊ appliances  
• steps  
• flooring  
• kitchen appliances  
• heating

*Aids may include:*
• lighting  
• heating/cooling  
• personal alarms  
• clothing  
• shoes  
• pillows  
• beds  
• rails  
• shower chairs  
• wheelchairs

*Informing aged person may be by:*
• telling them  
• making pamphlets/information available
Support services include:
• laundromats
• home support
• home and community care
• home modification
• garden maintenance
• meals on wheels
• cleaning
• case management
• day hospitals
• podiatry
• hairdressing

Assistance may be given with:
• washing and ironing
• bed making
• cleaning
• home modifications

Evidence guide

Assessors are recommended to look for:
• in addition to the provision of information to aged person when appropriate, worker establishes whether aged person understands information and/or material provided

Critical aspects of assessment:
• meet organisational requirements for the provision of an appropriate environment
• consultation with aged person to determine their needs and preferences

Interdependent assessment of units:
• this unit may be assessed with CHCCOM3A “Utilise specialist communication skills”

Underpinning knowledge:
• relevant plan of care and own role and responsibilities within it
• relevant policies, protocols, and practices of the organisation in relation to own work activities
• basic understanding of the importance of social, recreational and cultural activities for aged people
• common health problems of aged people and their effects
• basic knowledge of processes of ageing
• identification of the main needs of aged people
• 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
  ◊ cultural and linguistic diversity
  ◊ risk of self harm
  ◊ women
  ◊ men
  ◊ community education
  ◊ Aboriginal and Torres Strait Islanders
  ◊ mental health

Underpinning skills:
• interpersonal communication with aged people. Communication will involve oral communication skills, including asking questions and providing information. The language used may be English or a community language.
• reading, writing and numeracy skills required to fulfil job roles as specified by organisation/service. This may range from interpreting symbols; to reading and interpreting labels and instructions on different cleaning products; to measuring and working out ratios when using chemicals. Not all organisations/services will include job roles that require reading, writing and numeracy skills

Resource implications:
• access to appropriate workplace where assessment can take place
• simulation of realistic workplace setting for assessment

Consistency in performance:
• assessment will primarily be by observations, questioning and evidence sourced from a workplace environment
• assessment may be gathered over one assessment period but constitute the normal range of environments

Context of assessment:
• this unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
CHCAC5A Contribute to service delivery strategy

Work is carried out according to organisational guidelines and/or plan of care.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Carry out work activities according to organisational procedures | • responsibilities to the aged person are identified and followed  
• difficulties in carrying duties as required are reported  
• advice and direction is obtained when appropriate |
| 2. Contribute to implementation of service delivery | • changes in aged person’s needs and circumstances are reported  
• contribute information when the client or client service is reviewed |

Range of variables

Organisational procedures may include:
• plan of care  
• program plan  
• workplace practices  
• care plan

Changes in needs and circumstances may include:
• behaviour  
• physical capabilities  
• financial  
• emotional  
• family support

Reports may be verbal or written and may be:
• by telephone  
• face to face  
• verbal ‘handovers’ at the end of a shift  
• written
  ◊ notes  
  ◊ memos  
  ◊ reports  
  ◊ client records

Appropriate persons from whom advice might be sought include:
• colleagues  
• immediate supervisor  
• registered or enrolled nurse  
• general practitioner  
• other health workers  
• administrator  
• relatives

Evidence guide

Critical aspects of evidence:
• contributes information and opinions to service delivery strategy

Interdependent assessment of units:
• this unit can be assessed with either CHCCOM1A “Communicate with people accessing the services of the organisations”

Underpinning knowledge:
• relevant plan of care and own role and responsibilities within it
• roles and responsibilities of other health workers
• relevant policies, protocols, and practices of the organisation in relation to own work activities
• common health problems of aged people and their effects
• basic knowledge of processes of ageing
• identification of the main needs of aged people
• 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
  ◊ cultural and linguistic diversity
  ◊ risk of self harm
  ◊ women
  ◊ men
  ◊ community education
  ◊ Aboriginal and Torres Strait Islanders
  ◊ mental health

Underpinning skills:
• oral communication skills (language competence) required to fulfil organisational procedures. Language used may be English or community language.
• written communication skills required to fulfil organisational procedures. These may vary from writing a few sentences on a work topic to completing forms. Literacy competence may be required in English or community language

Resource implications:
• access to appropriate workplace where assessment can take place
• simulation of realistic workplace setting for assessment

Consistency in performance:
• assessment may be gathered over one assessment period

Context of assessment:
• this unit is recommended to be assessed in a workplace setting or one that accurately simulates workplace conditions under the normal range of workplace conditions
### CHCAC6A Provide services to aged people

Providing services to aged people to help achieve maximum wellbeing by meeting emotional, psychological and spiritual needs.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Assist the aged person to achieve maximum wellbeing | • aged person’s right to freedom of choice is identified and facilitated  
• aged person is assisted and encouraged to achieve maximum social and personal wellbeing  
• assistance with the provision and use of aids is provided as appropriate |
| 2. Assist the aged person to meet emotional, psychological and spiritual needs | • aged person’s self esteem and confidence are encouraged  
• interaction between the aged person and the community is supported  
• particular needs are acknowledged and referred as appropriate  
• aged person is supported to accommodate feelings of grief and loss |

### Range of Variables

*Social and personal wellbeing may include:*
- being independent
- maintenance of personal contacts
- control of financial affairs
- coming and going from environment within safety requirements
- observation of own customs and cultural practices
- exercising legal, social and other obligations and responsibilities
- keeping and maintaining personal possessions
- privacy
- access and entitlement to respite and other services
- maintaining community participation
- participation in programs and activities
- sharing knowledge and skills

*Wellbeing may vary according to:*
- service provision environment eg. independent living, residential care facility, day centre
- health status
- safety
- worker’s role

*Provision of aids may include:*
- referral to advisory centres
- information

*Aids may include:*
- mobility
- hearing
- speech
- vision

*Aged person’s self esteem and confidence may be encouraged by:*
- assisting aged person with difficult tasks
- clarifying and discussing aged person’s abilities
• encouraging aged person to try new activities

**Emotional needs may include acceptance of:**
• those related to death and dying
• love and affection for significant others
• frustration
• fear
• anger and annoyance
• grief and loss
• loneliness
• guilt

**Psychological needs may include:**
• freedom from undue stress
• self-esteem
• purpose
• personal identity
• life stage development

**Spiritual needs may include:**
• formal and informal religious observance
• need for private time and space for contemplation
• ceremonial observances

**Evidence guide**

**Critical aspects of assessment:**
• demonstrates a non-judgemental attitude to the different emotional, psychological and spiritual needs of the aged in all communications

**Interdependent assessment of units:**
• this unit may be assessed with a relevant communication unit (CHCCOM2A or CHCCOM3A)

**Underpinning knowledge:**
• relevant plan of care and own role and responsibilities within it
• relevant policies, protocols, and practices of the organisation in relation to own work activities
• basic understanding of the importance of social, recreational and cultural activities for aged people
• processes of ageing
• different religious, cultural, spiritual, physical and ceremonial perspectives
• community resources
• social and psychological needs of the aged
• causes, implications and treatment of dementia
• depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
  ◊ alcohol and other drugs
  ◊ cultural and linguistic diversity
  ◊ risk of self harm
  ◊ women
  ◊ men
  ◊ community education
  ◊ Aboriginal and Torres Strait Islanders
  ◊ mental health
**Underpinning skills:**
- interpersonal especially as related to aged people
- basic counselling
- oral communication skills, including asking questions, clarifying understanding, providing information and expressing encouragement. Ability to take part in short interpersonal exchanges that establish and develop an understanding relationship with aged person. Language used may be English or a community language, depending on the client group.

**Resource implications:**
- access to appropriate workplace where assessment can take place, or
- simulation of realistic workplace setting for assessment

**Consistency in performance:**
- assessment may be by observations, questioning and evidence gathered from the workplace (eg. testimonials from clients/colleagues, portfolios)
- assessment may be gathered over one assessment period but must meet the provision of services and a range of client needs

**Context of assessment:**
- this unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
**CHCAC7A Ensure duty of care is provided**

Ensuring all work is performed ethically, supports the rights and interests of aged people and follows appropriate reporting mechanisms to meet duty of care requirements.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Work ethically | • decisions and actions are within the job description and are consistent with organisational philosophy  
• prompt and consistent performance of duties is applied to all workplace activities  
• knowledge and skill required for daily activities is sought and maintained  
• care is taken to behave in a reasonable and careful manner at all times  
• appropriate confidentiality is maintained  
• work practices are applied to minimise risk or potential risk |
| 2. Follow organisational policies and practices | • workplace policies and practices are complied with  
• organisational programs and procedures are supported within the job role  
• organisational resources are used for the purpose intended  
• legal responsibilities are complied with |
| 3. Support rights, interests and needs of the aged person | • aged person is supported and encouraged to exercise their rights where appropriate |
| 4. Assess situations of risk or potential risk to the aged person | • carry out assessment of organisational practices to ensure duty of care requirements are met  
• staff are monitored to ensure they work within duty of care requirements  
• reports of situations of risk are assessed and acted upon |

**Range of variables**

*Organisational policies and practices may include those relating to:*
- administrative systems of the workplace including: filing; record keeping; workplace programs and timetable management systems; use of equipment; staff rosters
- workplace agreements
- job descriptions
- occupational health and safety
- grievance procedures
- confidentiality requirements
- appropriate relationships with clients
- gifts and gratuities
- plan of care

*Workplace policies and practices may be relayed:*
- in written form or verbal

*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:
- resident handbooks
- mission statements

Rights may 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 may include:
- financial
- accommodation
- services
- recreation

Needs may include:
- personal
- security
- safety
- recreational
- social

Legal responsibilities include:
- legislation
- regulations

Situations of risk may include:
- changes in mood, memory and mental ability
- inappropriate behaviour
- uncharacteristic behaviours
  - agitation
  - aggression
  - sleeplessness
  - withdrawal
  - disorientation
  - confusion

Inappropriate behaviours are those which may put others at risk or infringe upon the rights of others

Observations of situations of risk may include:
- nourishment and hydration/diet
- occupational health and safety
- uncharacteristic behaviour
- memory and mental ability
- distress
- confusion
- mental state
- pain
- sleep/rest patterns
- self care needs
• clothing
• hygiene

• health
  ◊ skin integrity
  ◊ illness
  ◊ substance abuse

• crisis
• social rights infringement
• substance abuse
• those needing emergency care

Reports of to situations of risk may include:
• identifying risks
• providing information on risks or potential risks
• risk minimisation

Evidence Guide

Critical aspects of assessment:
• works within, and ensures others work within their own role and responsibilities in the aged care environment

Underpinning knowledge:
• 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 the aged person
• understanding of stereotypes of ageing
• awareness of own attitudes to ageing
• awareness of discriminatory actions
• common health problems of the aged and their effects including dementia and sensory disability
• common risks to safety
• duty of care
• depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
  ◊ alcohol and other drugs
  ◊ cultural and linguistic diversity
  ◊ risk of self harm
  ◊ women
  ◊ men
  ◊ community education
  ◊ Aboriginal and Torres Strait Islanders
  ◊ mental health

Underpinning skills:
• oral communication skills including the ability to take part in sustained interpersonal exchanges with staff and aged people for the purpose of exploring issues, gathering information or problem solving (eg. asking questions, clarifying meaning and clarifying a situation). Ability to extract ideas and details from sustained oral texts. Language used may be English or a community language. Incorporates communication supports as required eg. dictionary, medical text
• written communication skills required to fulfil the job role as specified by the service/organisation. Written skills may include the completion of complex reports, selecting appropriate language and detail depending on the purpose of the report and intended audience. Language used may be English or a community language depending
on client group and organisation. Communication support is incorporated as required (eg. using dictionaries, medical books, other reports)

- reading skills required to fulfil the job role as specified by the service/organisation. Skills may include reading complex written material such as policies, procedure manuals, and interpreting text to extract information needed

Resource implications:

- access to appropriate workplace where assessment can take place
- simulation of realistic workplace setting for assessment

Consistency in performance:

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

Context of assessment:

- this unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
CHCAC8A Monitor services to aged person

Contribute to the development of service delivery and monitor its implementation.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
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</table>
| 1. Contribute information to the development of service delivery | • personal history documentation is contributed to  
• case requirements are discussed with the aged person and their preferences followed where possible  
• changes in behaviour are recognised and reported  
• aged persons abilities to carry out the activities of daily living are observed and possible level of assistance required is identified  
• the aged persons family and friends are consulted in accordance with organisational policies and practices  
• services responsible for the frail aged are identified, located and incorporated  
• other health workers are consulted in monitoring and modifying service delivery |
| 2. Implement responsibilities | • appropriate persons, client records and / or case history are consulted as necessary  
• responsibilities are carried out within organisational polices and practices, training and legal requirements  
• modification to service delivery are reported and documented as appropriate |

Range of variables

*Service delivery may via:*
- organisational policies and practices  
- plan of care

*Factors to be considered when working within a plan of care include:*
- accountability  
- individual treatment plan  
- personality of aged person  
- expectations of aged person  
- health status of aged person  
- environment

*Changes in behaviour may include:*
- substance abuse  
- distress  
- agitation  
- aggression  
- sleeplessness  
- withdrawal  
- disorientation  
- confusion

*Changes in behaviour may be reported verbally or written, and may include:*
- telephone reports  
- face-to-face reports  
- written reports  
  ◦ notes  
  ◦ memos
Client records and case history may include:
• all records related to the aged person's health status
• assessments
• plans of care
• progress notes
• test results
• continence management charts and activities programs

Appropriate persons may include:
• colleagues
• immediate supervisor
• other health workers
• administrator
• senior manager
• relative or other responsible person

Evidence Guide

Critical aspects of assessment:
• consults aged people and all involved in their care
• contributes actively to the development of service delivery

Underpinning knowledge:
• organisational policies, practices and programs relating to the work role
• common health problems of the aged and their effects
• common risks to safety
• own role and responsibilities
• basic knowledge of a wide range of disabilities, medical conditions and infectious diseases
• major components of body systems and how illness affects ageing
• differences between persons who are well, frail or ill
• main local and government services
• available educational material
• depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
  ◊ alcohol and other drugs
  ◊ cultural and linguistic diversity
  ◊ risk of self harm
  ◊ women
  ◊ men
  ◊ community education
  ◊ Aboriginal and Torres Strait Islanders
  ◊ mental health

Underpinning skills:
• oral communication skills including the ability to take part in sustained interpersonal exchanges with staff and aged people for the purpose of exploring issues, gathering information or problem solving (eg. asking questions, clarifying meaning, and clarifying a situation). Is able to extract relevant details from sustained oral communication or conversations. Language used may be English or a community language. Incorporates communication supports as required eg. dictionary, medical text
• written communication skills required to fulfil the job role as specified by the service/organisation. Written skills may include the completion of complex reports. Language used may be English or a community language depending on client group and organisation.
• reading skills required to fulfil the job role as specified by the service/organisation. Skills may include reading complex written material such as policies, procedure manuals, and interpreting text to extract information needed

Resource implications:
• access to appropriate workplace where assessment can take place

Consistency in performance:
• it is recommended that assessment be conducted over a period of time based on range of situations in workplace identified in Range of Variables, or
• information for assessment must be gathered that covers a period of time, and is based on a range of situations in the workplace identified in the Range of Variables

Context of assessment:
• this unit will be most appropriately assessed in the workplace under the normal range of workplace conditions
CHCAC9A Coordinate service provision programs

Programs for meeting the needs of aged people are coordinated and developed according to organisational procedures and are designed to account for individual rights, needs and preferences.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
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</table>
| 1. Identify program and service requirements for aged people | • preferences are identified in consultation with aged people, carers and other relevant health workers  
• the needs of aged people are identified and investigated according to organisational procedures |
| 2. Develop and implement programs for meeting aged people’s needs | • strategies and opportunities to meet the needs of aged people are facilitated and developed according to organisational policies and procedures  
• individual differences, rights, needs and preferences are facilitated within programs  
• special needs are incorporated in the development of programs and services  
• the needs of aged people are communicated to carers and other health workers as appropriate  
• appropriate program resources are made available  
• ensure program activities are documented according to organisational policy and procedures |
| 3. Review and monitor programs | • aged people are referred to external or other services as appropriate  
• changing needs and are monitored and programs and procedures are adjusted to ensure ongoing effectiveness |

Range of Variables

Consultation with aged people, carers and other relevant health workers may be conducted:
• verbally or using a written format

Aged people’s needs may relate to:
• maximised independence  
• physical wellbeing eg. comfort, pain management activities, sleep and rest, provision of medication  
• health promotion  
• emotional, psychological and spiritual needs  
• cultural, religious and ceremonial needs  
• maintenance of an adequate diet  
• dementia  
• personal hygiene  
• continence  
• skin integrity  
• dressing and grooming  
• mobility and exercise

Appropriate resources may include:
• aids and equipment  
• qualified  
• specially trained staff
Strategies may include:
• prevention initiatives
• health promotion and education
• monitoring procedures

Special needs may relate to:
• substance abuse

Documentation of program activities may include:
• appropriate processes for recording the administration of medication

Evidence Guide

Critical aspects of assessment:
• consultation with aged person
• consultation with other workers as relevant and required

Interdependent assessment of units:
• this unit may be assessed with CHCCOM3A “Utilise specialist communications skills”

Underpinning knowledge:
• relevant Commonwealth or State regulations, acts or guidelines relating to aged care
• local, Commonwealth or State services including relevant service provision guidelines
• community resources
• cultural differences and practices
• organisation policy and procedure
• common health problems of aged people and their effects
• depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
  ◊ alcohol and other drugs
  ◊ cultural and linguistic diversity
  ◊ risk of self harm
  ◊ women
  ◊ men
  ◊ community education
  ◊ Aboriginal and Torres Strait Islanders
  ◊ mental health

Underpinning skills:
• consultation
• oral communication skills including asking questions, clarifying meaning, clarifying a situation, explaining the needs of aged people to other workers. Language used may be English or a community language
• written communication skills required to fulfil the job role as specified by the service/organisation. Written skills may include the completion of reports or documentation, selecting appropriate language and detail depending on the purpose of the report and the intended audience (eg. documentation for funding, accreditation documents, client notes etc). Language used may be English or a community language depending on client group and organisation. Communication support is incorporated as required (eg. using dictionaries, medical books, other reports)
• reading skills required to fulfil the job role as specified by the service/organisation. Skills may include reading written material such as policies, procedure manuals and program materials, understanding and interpreting their content
• strategic planning
• organisational development
• review and evaluation
Resource implications:
- access to appropriate workplace where assessment can take place, or
- simulation of realistic workplace setting for assessment

Consistency in performance:
- it is recommended that assessment be conducted over a period of time based on a range of client needs/situations, or
- information for assessment must be gathered that covers a period of time and is based on a range of client needs/situation

Context of assessment:
- this unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
### CHCAC10A Develop a service delivery strategy

Assessment of needs of aged person, provision of information and development strategy to meet needs.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
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</table>
| 1. Assess eligibility to access the service | • determination as to whether the aged person can articulate needs is sought where appropriate from family, other carers or other workers  
• information is collected to facilitate client information and assessment  
• the aged person’s abilities to carry out activities of daily living are observed and level of assistance required is assessed and documented  
• clinical records and/or case history are consulted  
• the aged person’s family, friends and other services are consulted where appropriate |
| 2. Information is provided to the aged person and the aged person’s carer to facilitate an informed choice | • the aged person and carers are informed of the range of services available  
• other services are referred to as appropriate  
• options are identified in consultation with the aged person/carer and other relevant services |
| 3. Strategy is determined with the aged person and relevant workers | • expectations and needs of the aged person are discussed with aged person and relevant carers and documented  
• assessment of other workers is obtained as relevant  
• service is analysed as to what it can provide and where referral to other services may be appropriate  
• priorities of the aged person are established and documented  
• individual service delivery strategy is determined and documented  
• case manager is established and documented  
• overall service provision to the aged person is agreed |
| 4. Identify the potential safety risks and minimise risk of injury | • the risk factors for the aged person in relation to aged person’s needs, the environment and possible consequences, are considered and the service planned accordingly  
• the impact of confusion and the mental health of the aged person is assessed and documented in relation to their safety  
• any indicators of violence are noted and documented  
• the potential consequences of an aged person’s behaviour are considered and strategies implemented to prevent accidents as appropriate  
• any potential risks for self and other care providers are assessed and service provision is planned accordingly  
• the risks for family carers and others involved are assessed and documented  
• unusual circumstances that may indicate risk are investigated and reported |
Range of variables

Assessment includes formal and informal processes which are part of individual needs identification, observation and on-going monitoring. Not all staff will be involved in any or all aspects of assessment.

Factors which affect abilities to carry out activities of daily living may include:

- health
- mobility and its decline
- illness
- smoking
- diet
- exercise
- weight
- occupational exposure
- sexual activity
- alcohol
- sunlight exposure
- social factors
- psychological factors
- environment
- behavioural difficulties
- wandering
- aggression

Activities of daily living are all activities which assist the aged person to maintain or enhance their physical wellbeing eg. mobility, nutrition, dressing. They do not include medical or clinical interventions.

Consultation may include:

- asking and clarifying
- identifying and exploring the aged person’s perception about their needs
- consultation with family and friends
- identification of previous patterns and preferences
- perceptions about needs
- confidentiality
- privacy and dignity requirements

Observation, analysis and determination of needs may need to be made in consultation with or verified by other relevant carers and specialists carers.

Information provided to the aged person and the aged person’s carer to facilitate an informed choice may be relayed:

- verbally or in writing

Clinical records and case history may include:

- all records related to the aged person’s health status
- assessments
- plans of care
- progress notes
- test results
- continence management charts
- activities programs

Input may be provided by diverse members of a multi-disciplinary team or by more limited numbers of carers and health workers, internal and external to an organisation. Not all carers will have access to all or any parts of the records or responsibilities related to completing them.
Individual service delivery strategies may be based on:
- behavioural difficulties
- prevention and response to distress
- activities of daily living
- health

Risk factors for the aged person may include:
- all areas to which the aged person has actual or potential access
- obstacles and hazards
- furniture
- carpets
- electrical cords and appliances
- hot water

Risk will also vary according to any degree of mental confusion and mobility and stability of aged person.

Risk factors for self and other carers may include:
- physical limitation
- manual handling (lifting and transferring aged person or equipment safely)
- deciding to proceed alone in situations where assistance is required
- current and habitual behaviour
- mental and physical status of aged persons

Unusual circumstances may include:
- uncharacteristic behaviours
- environmental hazards
- accident
- incidents

Confusion and decline in mental health may be evidenced by decline in memory, intellectual functions and personality, disorientation of time, place and persons.

Evidence Guide

Critical aspects of assessment:
- consultation with aged person, carers, family etc.
- consultation with other workers/services as relevant and required
- awareness of role of own service/organisation and that of other services/organisations

Interdependent assessment of units:
- this unit may be assessed with CHCCOM3A “Utilise specialise communication skills”

Underpinning knowledge:
- organisational policies and practices
- common health problems and their effects
- statements of rights, eg. relevant outcomes standards documents
- common risks to aged person’s safety
- own role and responsibilities
- the role and responsibilities of other health workers
- the role and availability of home maintenance and modification services
- occupational health and safety
- funding program guidelines
- social and political context of aged care services
- 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
Underpinning skills:

- interviewing and assessment skills
- oral communication skills including asking questions, clarifying meaning, providing information and checking for understanding. Ability to take part in sustained interpersonal exchanges for the purpose of developing services, gathering or providing information. Language used may be English or a community language depending on the service/organisation and client group
- written communication skills required to fulfil the job role as specified by the service/organisation. Written skills may include the completion of reports or documentation, matching style of writing to its purpose and intended audience (e.g. funding reports, referrals to other agencies). Language used may be English or a community language depending on client group and organisation. Communication support is incorporated as required (e.g. using dictionaries, medical books, other reports)
- reading skills required to fulfil the job role as specified by the service/organisation. Skills may include reading written material such as client records, case histories, research and information on medical conditions (e.g. latest research on dementia), policies, procedure manuals and program materials

Consumer perspective

Resource implications:

- access to appropriate workplace where assessment can take place, or
- simulation of realistic workplace setting for assessment

Consistency in performance:

- assessment could be conducted in one time period but must include a range of client needs

Context of assessment:

- this unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
CHCAC11A Safeguard the rights and needs of aged people

Ensuring all work is performed ethically and supports the rights and interests of the aged person and meets duty of care requirements.

<table>
<thead>
<tr>
<th>Elements</th>
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</table>
| 1. Support aged person to exercise their rights | • aged person is informed of their rights  
• aged person is encouraged to exercise their rights and concerns  
• appropriate support is provided |
| 2. Recognise and support the rights of aged persons as consumers of the service | • aged person is informed of rights  
• feedback on the service is sought  
• service users participate in decision making |
| 3. Monitor rights, needs and interests | • investigate when rights, needs and interests may be being breached  
• take appropriate action |

Range of variables

Rights may include:
• charters of rights  
• outcomes standards documents  
• general human rights  
• freedom from discrimination  
• freedom of information  
• involvement or non involvement  
• right to receive services  
• right to refuse services  
• ethical practices including undue pressure with bequests and wills  
• preferences in relation to death and dying  
• legal advice  
• rights in outcomes standards  
• rights to representation

Appropriate support may include:
• information  
• referral to other service or worker  
• transport to appointments  
• arranging visits to solicitor  
• organising legal aid  
• social  
• recreational

Feedback may include:
• surveys, written and telephone  
• committees  
• forums  
• meetings  
• suggestion boxes  
• interviews
Decision making structures may include:
• resident’s committees
• management committees
• general meetings of the organisation

Interests may include:
• possessions
• bank accounts
• treatments
• accommodation facilities
• services available and desired

Breaches of rights needs and interests may include:
• abuse
  ◦ physical
  ◦ emotional
  ◦ financial
  ◦ social

Appropriate action may include:
• advocacy
• action plan
• investigation
• reporting
• legal advice

Evidence Guide

Critical aspects of assessment:
• ensuring the provision of an environment which upholds the rights and needs of aged people

Underpinning knowledge:
• legislation related to the position
• relevant service guidelines
• relevant codes of ethics
• philosophy of consumer rights
• duty of care
• depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
  ◦ alcohol and other drugs
  ◦ cultural and linguistic diversity
  ◦ risk of self harm
  ◦ women
  ◦ men
  ◦ community education
  ◦ Aboriginal and Torres Strait Islanders
  ◦ mental health

Underpinning skills:
• basic research skills
• negotiation skills
• negotiates complex exchange by establishing a supportive environment, bringing different points of view together
• uses a variety of oral communication strategies to confirm, clarify and repair understanding
• checks for accuracy of understanding by paraphrasing or questions of clarification
• listens for key points and related details from discussion
• oral communication skills such as providing information, checking for understanding, asking questions, seeking information and opinions. Language used may be English or a community language depending on the service/organisation and client group
• meeting procedures
• facilitation discussions when competing views and interests exist

Resource implications:
• access to appropriate workplace where assessment can be conducted, or
• simulation of realistic workplace setting for assessment

Consistency in performance:
• assessment could be conducted in one time period but must include a range of aged peoples’ rights and interests identified in the Range of Variables

Context of assessment:
• this unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
CHCAC12A Provide services to meet aged people’s personal needs.

Providing services to aged people within the limits of worker’s role and responsibility to help achieve maximum wellbeing by meeting daily living and personal needs within the plan of care.

<table>
<thead>
<tr>
<th>Elements</th>
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</thead>
</table>
| 1. Aged people’s personal needs are identified and monitored according to organisational guidelines and programs within limits of work role and responsibilities | • client needs are identified, and opportunities for a targeted service to meet them are assessed  
• appropriate service is identified and selected to meet client needs within the scope of area of responsibility  
• where it is required, appropriate immediate action is taken to address urgent needs  
• special needs of clients are identified and considered in providing and targeting services  
• potential areas of difficulty in client service delivery are identified, and appropriate actions taken to address them  
• records of client interaction are maintained in accordance with organisational procedures |
| 2. Services are provided to meet and maintain aged people’s personal needs within limits of work role and responsibilities | • individual work is planned and carried out to ensure client service delivery is prompt and to the standard defined by the organisation  
• service delivered to clients upholds the reputation of the organisation and is consistent with relevant statutory or legislative requirements  
• organisational policies and practices for reporting are followed as appropriate |
| 3. Review client service within limits of work role and responsibilities | • procedural aspects of service delivery are monitored and records maintained as required  
• mechanisms are implemented to collect, record, analyse and report client service feedback  
• modifications to client service are carried out as required within the area of responsibility |

Range of Variables

Wellbeing may include:
- social and personal wellbeing  
- being independent  
- maintenance of personal contacts  
- control of financial affairs  
- coming and going from environment within safety requirements  
- observation of own customs and cultural practices  
- exercising legal, social and other obligations and responsibilities  
- keeping and maintaining personal possessions  
- privacy  
- access and entitlement to respite and other services  
- maintaining community participation  
- participation in programs and activities  
- sharing knowledge and skills

Client service delivery includes:
- direct care and support, provision of information, referral to relevant organisations and application of existing organisational services
**Personal needs may include:**
- hygiene and toileting
  - bathing
  - showering
  - hair and scalp
  - oral
  - skin integrity
  - dressings
  - continence management
- nourishment
- hydration
- mobility
- physical comfort
  - sleep
  - rest
  - pain management
- emotional needs
- information
- exercise
- transport
- shopping
- personal appearance
  - clothing/dressing
  - shaving
  - nail care
  - jewellery
- financial
- access to
  - aids
  - equipment
  - services
  - shops
  - resources
- sending and receiving mail

**Services may include:**
- maintenance of adequate diet
- maintenance and management of continence
- maintenance of skin integrity
- self-administration of medication by the aged person according to:
  - organisational practices and policies
  - government regulation, policy and legislation
- administration of medication according to direction / or care plan
- personal management activities including:
  - finances
  - transport
  - shopping
  - completing forms
  - assistance with simple home management tasks eg. modification and repairs to home and equipment
- provision of relevant information
- palliative care

**Reporting may include:**
- irregularities in dietary management
- continence management difficulties
- concerns regarding skin integrity
• adverse medication effects

Reporting may be to:
• supervisors
• colleagues
• health workers
• administrators
• health care services
• emergency services
• community care
• social services
• relatives

Reporting may be via:
• telephone
• hand over reports
• incident reports
• face to face
• written

Evidence guide

Critical aspects of assessment:
• understanding and adherence to own job role and responsibilities
• understanding of role of other health workers
• detailed knowledge and use of plan of care and rationale for its guidelines
• completion of relevant organisational reports
• establishment and maintenance of positive working relationships with aged person
• ability to incorporate the requirements of all groups in client service work
• ability to deal with high pressure situation

Interdependent assessment of units:
• this unit may be assessed with communication units CHCCOM2A or CHCCOM3A

Underpinning knowledge:
• relevant plan of care and own role and responsibilities within it
• relevant policies, protocols, and practices of the organisation in relation to own work activities
• major components of different systems of the body
• common health problems of aged people and their effects
• processes of ageing
• reasons why some aged people are vulnerable to malnutrition and dehydration
• causes, implications and treatment of loss of skin integrity
• causes, implications and treatment of incontinence
• causes, implications and treatment of dementia
• main reasons for errors in medication administration and consequences of incorrect use of medication
• relevant medication guidelines such as:
  ◊ Australian Pharmaceutical Advisory Council, Integrated Best Practice Model for Medication Management in Residential Aged Care Facilities, Feb 1997 (this contains the following document)
  ◊ Australian Nursing Federation Royal College of Nursing Australia Geriaction, Nursing Guidelines for Medication Management in Nursing Homes and Hostels, 1997
  ◊ NSW Health Department, Circular 97/10 Guidelines for the Handling of Medication in Community Based Health Services and Residential Facilities in New South Wales, Jan 1997
  ◊ Aged Care Victoria, The Administration of Hostel Medication, Nov 1996
• depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
  ◊ alcohol and other drugs
  ◊ cultural and linguistic diversity
  ◊ risk of self harm
  ◊ women
  ◊ men
  ◊ community education
  ◊ Aboriginal and Torres Strait Islanders
  ◊ mental health
  ◊ principles of effective client service delivery
  ◊ specific services available and provided

_Underpinning skills:_
• interpersonal communication and relationship building skills especially in relation to aged people
• oral communication skills, including asking questions, clarifying understanding and expressing encouragement. Ability to take part in interpersonal exchanges for the purpose of gathering information, exploring issues or providing information. Language used may be English or a community language, depending on the client group
• written communication skills required to fulfil the job role as specified by the service/organisation. Written skills range from completing notes or memos to the completion of reports or documentation. Language used may be English or a community language depending on client group and organisation. Communication support is incorporated as required (eg. using dictionaries, medical books, other reports)
• reading skills required to fulfil the job role as specified by the service/organisation. Skills may include reading written material such as client records, case histories, policies, and procedure manuals. Reading may include reading and understanding English or a community language

_Resources implications:_
• access to appropriate workplace where assessment can be conducted

_Consistency in performance:_
• it is recommended that assessment be conducted over a period of time based on a range of aged person's needs and services, or
• information for assessment must be gathered that covers a period of time and is based on a range of aged person's needs and services (eg. testimonials, portfolios etc)

_Context of assessment:_
• this unit will be most appropriately assessed in the workplace under the normal range of workplace conditions
CHCAC13A Coordinate work in the aged care 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 aged people.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
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</table>
| 1. Demonstrate commitment to the delivery of high quality services to aged people | • all work undertaken demonstrates consideration and understanding of the context, models of service delivery, underpinning values and philosophy of the sector  
• all work undertaken is consistent with relevant current policies and legislative requirements  
• all work reflects an understanding of the issues facing aged people and their carers  
• all work in the sector demonstrates a commitment to access and equity principles |
| 2. Support rights, interests and needs of the aged people | • aged person is supported and encouraged to exercise their rights and personal preferences where appropriate  
• legal and ethical responsibilities are complied with |
| 3. Develop and implement a framework for quality service delivery | • strategies are devised to ensure the delivery of high quality services which continue to reflect best practice  
• protocols and procedures are established and implemented for managing service delivery to reflect best practice in working in the aged care sector  
• barriers within the organisation which impact on the delivery of a high quality service delivery are identified and addressed  
• procedures implemented for management of service delivery are regularly updated to reflect current best practice, relevant legislative changes, and changing client needs |

Range of Variables

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

The underpinning values and philosophies of the sector may include:
• a holistic and consumer-centred approach  
• community education  
• promotion of mental health and wellbeing  
• early intervention  
• targeting of appropriate services  
• commitment to meeting the needs and upholding the rights of clients  
• commitment to empowering clients
Policy and legislative requirements include:
- Privacy Act
- Equal Employment Opportunity principles
- Guardianship Board
- Freedom of Information Act
- Individual rights
- Residential Aged Care Service Standards
- Aged Care Act 1997
- Nurses Act
- Medical Act
- Pharmacy Act
- Poisons Act
- Medication regulations

Issues may include:
- coming to terms with the ageing process
- access to community resources
- changing needs for physical comfort, sleep and rest
- death, grieving and loss
- changes that ageing may bring to physical processes, memory, intellectual function, personality and social interaction
- need for support and care

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

Rights include principles expressed in:
- charters of rights
- outcomes standards documents
- general human rights
- freedom from discrimination
- freedom of information
- outcomes standards
- service standards

Rights may be detailed in:
- resident handbooks
- mission statements
- legislation
- industry and organisational service standards

Rights may include:
- privacy
- confidentiality
- common law
- to be treated in a dignified, safe and comfortable manner
- to express own feelings
- freedom of association
- choice to participate
- access to complaint mechanisms
Needs may include:
- personal
- security
- safety
- financial
- accommodation
- social
- recreational
- physical comfort

Service delivery may include:
- care and support
- community development and education
- health promotion
- case management
- working with families
- peer support/self help
- residential services
- respite care
- home based support
- unpaid work

Strategies may include those to address:
- management systems, staffing and organisational development
- health and personal care of the client
- client lifestyle
- physical environment and safety systems
- accreditation
- service standards
- continuous improvement
- visitors

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

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

Evidence Guide

Critical aspects of assessment:
- understanding of accountability and responsibility to perform work within legislative and ethical frameworks
- work provides and supports a high quality of care for aged people
- upholds and supports the rights and interests of aged people in the workplace

Underpinning knowledge:
- holistic and client centred care
- consumer needs and rights including duty of care
• principles of client empowerment/disempowerment
• principles of access and equity
• current issues facing clients and existing services to address their needs and rights
• principles and practices of confidentiality
• knowledge specific to working with people from culturally and linguistically diverse backgrounds
• 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 the aged person
• understanding of stereotypes of ageing
• awareness of own attitudes to ageing
• awareness of discriminatory actions
• common health problems of the aged and their effects including dementia and sensory disability
• common risks to safety
• palliative care
• depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
  ◊ alcohol and other drugs
  ◊ cultural and linguistic diversity
  ◊ risk of self harm
  ◊ women
  ◊ men
  ◊ community education
  ◊ Aboriginal and Torres Strait Islanders
  ◊ mental health

Underpinning skills:
• interpersonal communication with clients and other stakeholders. Communication may involve both oral and written communication skills, and will depend on the requirements to fulfil the job role as specified by the organisation/service. Language used may be English or a community language, depending on the client group
• literacy and numeracy competence required to fulfil organisational reporting requirements and according to the literacy support available in the workplace. Literacy support may include the use of dictionaries, explanations of medical terminology
• program development, review and revision
• counselling

Resource implications:
• access to appropriate workplace where assessment can be conducted, or
• simulation of realistic workplace setting for assessment

Consistency in performance:
• assessment could be conducted in one time period but must include a range of aged people’s rights, needs and interests identified in the Range of Variables

Context of assessment:
• this unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Identify type and condition of hard floor, soil type and size of area to be maintained | • 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 | • 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 | • 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 | • 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** | • 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** | • 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** | • 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** | • all waste and cleaning solution is disposed of in accordance with relevant company client environmental and local government regulations |
| 9. **Clean and store equipment** | • 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’.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
</table>
| 1. Identify floor and finish requirements | • 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 | • 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 | • 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 | • 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**
   - 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**
   - 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**
   - 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**
   - 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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</table>
| 1. Identify type and condition of soft floor | • 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 | • 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 | • 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 | • 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 | • 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 | • 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

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</table>
| 1. Identify type of spot or spillage | • 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 | • 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 | • 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 | • 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 | • 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 prescribed 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**

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</table>
| 1. Set up site | - 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 | - 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 | - 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 | - 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

- 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

- 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.

<table>
<thead>
<tr>
<th>Element</th>
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</table>
| 1. Set up site for glass cleaning | • 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 | • 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 | • 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 | • 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

- 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

- 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

<table>
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<th>Element</th>
<th>Performance Criteria</th>
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| 1. Prepare work site | • 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 | • 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 | • 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 | • 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
### Element: Identify and confirm need to wash external walls

- 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 the wall are checked to determine if there is the possibility of damage occurring and preventative action planned.
- Any pre-existing damage to the work site is reported immediately.

### Element: Obtain and set up washing equipment

- 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 the 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 the operator's size and strength.
- Protective clothing is obtained and checked to be in good working condition.

### Element: Apply washing equipment to external wall

- Small and hidden areas are washed by hand and rinsed prior to commencing machine-based washing.
- The area is signed and barricaded to avoid accidents in terms of safety and company requirements.
- All cleaning agent is rinsed from the wall before drying to avoid discoloration.
- Pressure jets are applied from ground level using a sturdy two-handed grip on the pressure nozzle.
- Excess water is removed from the wall or surrounding area before returning the area to general usage.

### Element: Clean and store washing implements

- 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 the site supervisor without delay.
- Washed equipment is stored in an accessible location ready for reuse.
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

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Review the need for cleaning window coverings | • 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 | • 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 | • 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 | • 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
   - 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
   - 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
   - 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
   - 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 reuse

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

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Select and set up equipment | · all equipment is checked to ensure it is in good working condition to manufacturers’ specifications and relevant safety regulations  
· lint free cleaning cloths are selected to ensure no textile residue is left on cleaned surfaces  
· vacuum cleaners are fitted with clean micron filters and bags tubing and tools are free of all visible dust  
· cleaning solutions are prepared to manufacturers’ recommended dilution in accordance with relevant safety regulations  
· buffing brushes/pads appropriate to floor type are selected and checked to be free of all dust and soil  
· cleaning cloths are impregnated with appropriate anti static solution to ensure wiped surfaces are discharged on application  
· any pre existing damage to work site is reported immediately |
| 2. Prepare room for cleaning | · all foreign articles are removed from the room prior to cleaning to provide clear access  
· all waste is removed and disposed of in accordance with client requirements  
· all movable furniture and fittings are shifted to allow access to hidden dust areas  
· the position of loose and temporary wiring is noted to ensure the integrity of connections is maintained  
· the availability of power outlets suitable for cleaning equipment is established through liaison with client  
· room cleaning procedures are planned to move from the highest to the lowest point within the room |
| 3. Wipe all accessible surfaces | · all visible surfaces are wiped with anti static impregnated cloth whether dust is visible or not  
· marks are removed using minimal volume of appropriate spray solvent on selected cleaning cloth  
· excess moisture or cleaning solution is wiped up immediately to ensure no leakage to equipment occurs |
| 4. Apply vacuum extraction to inaccessible surfaces | · vacuum crevice tool is applied to all surfaces inaccessible to manual wiping and/or sight  
· vacuum is plugged into allocated electrical outlets to avoid interference with any electronic systems  
· crevice tool is applied without damage to equipment furniture or fittings |
| 5. Apply dust control mop | · dust mop is applied to all floor areas to ensure full coverage of area  
· dust mop maintains floor contact at all times to ensure no dust becomes airborne |
6. Damp mop floors if required by client
   - 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
   - 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
   - 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 reuse

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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Assess area to be cleaned and dressed | - 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 | - cleaning agents and equipment are selected to suit the type of surfaces and soil |
| 3. Dust surfaces to remove waste where required | - 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 | - 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 | - 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 | - 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 | - 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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Select and set up equipment  | • 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 | • 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         | • 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    | • 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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Assess area to be cleaned | - 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 | - 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 | - 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 | - the level of consumables is assessed and adjusted as required  
- soiled items are laundered where appropriate |
5. Clean and store equipment

<table>
<thead>
<tr>
<th>Equipment Clean and Storage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>equipment is cleaned as per manufacturers’ specifications</td>
<td></td>
</tr>
<tr>
<td>cleaning agents, polishes, and used/dirty cloths are stored in accordance with manufacturers’ specifications and relevant health and safety requirements</td>
<td></td>
</tr>
<tr>
<td>cleaned equipment is stored in a manner that will maintain its function and is readily accessible for reuse</td>
<td></td>
</tr>
</tbody>
</table>

**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 C 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

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Obtain waste pickup equipment | • waste pickup equipment is checked to be in good working order in accordance with manufacturers’ specifications  
• protective clothing appropriate to the type of waste to be collected is selected  
• deodorising detergent agent is selected and handled in accordance with manufacturers’ and relevant occupational health and safety requirements  
• any pre existing damage to work site is reported immediately |
| 2. Transfer waste to portable carrier | • waste is assessed for health and safety risks and handled in accordance with relevant company client and occupational health and safety requirements  
• where required waste receptacles and surrounds are spot cleaned  
• soiled liners are replaced where required to minimise buildup of odour and maintain a soil free appearance  
• waste carrier is not overfilled to avoid spillage during transport and keep within specified weight limits |
| 3. Deliver waste to disposal point | • all waste is removed promptly from client area to avoid buildup of unpleasant odours  
• waste is transported to disposal point by the shortest practical route and without spillage or damage to client premises  
• manual lifting of waste carriers is carried out within relevant occupational health and safety requirements  
• mechanical lifting devices are fitted correctly to carrier and operated in accordance with manufacturers’ specifications  
• reports are made to supervisor of any hazardous waste identified or when disposal unit is full |
| 4. Identify and sort waste where required | • the components of the waste stream are identified accurately  
• recyclable materials are identified and separated as appropriate |
| 5. Clean and store equipment | • 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

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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Prepare to move client/patient | • 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 | • 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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Lift and move a range of equipment | - 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 | - 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 | - 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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Prepare area for bed making | • personal protective equipment is used according to enterprise policy  
• bed height is adjusted as necessary  
• bed and surroundings are cleared of medical and other equipment before bed is stripped where necessary  
• bed linen is checked for displaced personal aids/equipment and such aids/equipment are placed in appropriate area/container |
| 2. Make bed | • bed linen is stripped where necessary  
• infectious waste and soiled linen is removed and placed in appropriate container  
• bed is disinfected according to established procedures where necessary  
• clean bed linen is placed on bed in accordance with enterprise procedures  
• existing bed linen is repositioned where the occupant of the bed has temporarily left the bed  
• reusable clean bed linen is handled according to enterprise procedures  
• mattresses and pillows are cleaned regularly in accordance with enterprise policy |
| 3. Leave bed ready for occupancy | • bed height is adjusted for occupancy and brakes are applied according to bed type  
• bed and equipment/aids are kept accessible and bed is left ready for occupancy  
• damaged and/or faulty beds equipment mattresses pillows and linen are reported to appropriate personnel  
• cleaning 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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Transport bodies in accordance with relevant legislation | • 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 | • 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 | • 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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Prepare food for service | • 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 | • 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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Prepare and present salads and dressings | • 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 | • 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 | • 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 | • 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 | • 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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Receive and check food deliveries | • 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 | • 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 | • 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).

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply hygienic practices</td>
<td>• hygienic practices are applied to comply with the requirements of the relevant legislation and include: ◊ personal hygiene in food handling ◊ safe food storage ◊ cleaning sanitation and waste storage and disposal practices</td>
</tr>
<tr>
<td>2. Prevent the occurrence of food safety risks</td>
<td>• perishable and non perishable food is received, stored, prepared, cooked, served, and otherwise handled to prevent deterioration contamination and the growth of microorganisms • left over food is stored safely and hygienically and used within a safe period of time or is discarded according to enterprise standards • the work environment is kept clean • equipment is cleaned and stored to prevent contamination • kitchen pests are controlled and if necessary eradicated safely • the risk of infectious disease transmission is minimised • hazardous substances are stored correctly</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Prepare to wash dishes | • 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 | • 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 | • correct drying method is used |
| 4. Store dishes | • 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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Deliver beverages</td>
<td>• beverage utensils are prepared for use</td>
</tr>
<tr>
<td></td>
<td>• beverages are left in an appropriate place for the client/patient</td>
</tr>
<tr>
<td></td>
<td>• water jugs are refilled according to specific client/patient requirements as per established policy and procedure</td>
</tr>
<tr>
<td></td>
<td>• required beverages are delivered within designated timeframe</td>
</tr>
<tr>
<td></td>
<td>• room numbers bed numbers and client/patient name are checked against appropriate documentation</td>
</tr>
<tr>
<td>2. Deliver meals</td>
<td>• prior to meal delivery each meal is checked against appropriate documentation</td>
</tr>
<tr>
<td></td>
<td>• trolley or tray is left in a convenient and appropriate location for meal delivery</td>
</tr>
<tr>
<td></td>
<td>• meals are reheated if required according to food regulations</td>
</tr>
<tr>
<td></td>
<td>• meal tray assembly is completed and checked for accuracy according to established routine and procedures</td>
</tr>
<tr>
<td></td>
<td>• room numbers bed numbers and client/patient name are checked against appropriate documentation</td>
</tr>
<tr>
<td></td>
<td>• missing or incorrect meals are replaced with an appropriate meal</td>
</tr>
<tr>
<td></td>
<td>• meal is delivered to an appropriate location for client/patient</td>
</tr>
<tr>
<td></td>
<td>• client/patient is assisted to sit up if required</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Collect beverage utensils | • dirty beverage utensils are removed and returned for cleaning  
                                • stock of clean beverage utensils is maintained  
                                • empty water jugs are collected |
| 2. Collect meal trays     | • trolley is left in a convenient and appropriate location for meal tray collection  
                                • meal tray is removed after client/patient has finished eating  
                                • tray is checked for foreign objects and assistance is sought to remove these objects  
                                • tray is stacked on trolley safely  
                                • insufficient food and/or fluid intake is reported to the appropriate personnel according to enterprise procedures  
                                • feedback 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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Distribute and collect general menus for clients/patients | • 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 | • 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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collect menus for client/patient receiving diet therapy or nutritional support</td>
<td>• menus for client/patient receiving diet therapy or nutrition support are collected according to established routines and procedures</td>
</tr>
</tbody>
</table>
| 2. Assist client/patient with menu selection | • guidance to client/patient is provided which ensures that menu choices are consistent with the dietitians nutrition care plan  
• assistance with marking menus is provided to client/patient if required  
• feedback regarding consistently poor menu choices made by client/patient is provided to the dietitian  
• food preferences are recorded and acted upon according to established procedures |
| 3. Collate menu for clients/patients receiving diet therapy or nutrition support | • all menus for clients/patients are checked for accuracy against the dietitians nutrition care plan  
• menu items are tallied collated and reported to food services |
| 4. Prepare and deliver special feeds | • special feeds are prepared according to dietitians instructions and infection control procedures  
• delivery of feeds is made according to established procedures and routines  
• out of date feeds are discarded  
• any significant feed wastage is reported to the appropriate personnel |
| 5. Process information to food services | • diet orders from the wards are processed to food services  
• written 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 dietitian's 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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Support the client/patient with acceptance and/or tolerance of nutrition care plan | • the acceptability and consumption of meals by the client/patient on special diets is monitored and feedback is provided to the dietitian  
• problems 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 procedures  
• information regarding nutrition care plan is provided to client/patient when appropriate |
| 2. Identify factors that place client/patient at nutritional risk | • 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 procedures  
• client/patient fluid and food intake is documented and reported to the appropriate person according to enterprise policies and procedures  
• clients/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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Receive product | • 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 | • soiled product is identified by code or receival 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 | • 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 | • 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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Prepare work station for operation | • work station is set up in accordance with workplace requirements  
• machine is set up and adjusted in accordance with specification for the work |
| 2. Operate mending equipment | • product is checked for repair or condemning and enterprise procedures are followed  
• repairs to damaged articles are performed in accordance with required specifications  
• machine is operated in accordance with manufacturers specifications and enterprise procedures  
• operating faults are identified and reported in accordance with enterprise procedures |
| 3. Maintain product repair records | • 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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Prepare for wash | • 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 | • 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 | • 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 | • 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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Identify stain | • steps for identifying the stained product are followed in accordance with enterprise or industry procedures  
• stain is identified and classified into categories in accordance with enterprise procedures |
| 2. Determine rewash requirements | • rewash requirements for the identified stain and product type are determined |
| 3. Carry out rewash procedure | • preparation for rewash is carried out in accordance with enterprise and machine operation procedures  
• chemical products are prepared and used according to suppliers and laundry requirements  
• machine is operated in accordance with manufacturer’s and enterprise procedures  
• washing machine operation is monitored to ensure correct function  
• operating faults are identified and reported in accordance with enterprise procedures |
| 4. Record rewash information | • 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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Prepare machines for operation | • 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 | • product classification is checked and sorted according to finishing requirements  |
| 3. Operate dryer | • 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 docket 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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Prepare for dry cleaning     | • 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 | • 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     | • dry cleaning machine operation is checked for correct operation  
                                 | • machine operational faults are reported according to enterprise procedures  |
| 4. Sort and inspect articles     | • 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 |

CHC99 - Ancillary/Support Work © Australian National Training Authority
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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Prepare for wet cleaning | • production schedule and work load priorities are correctly identified  
• machine loads are accurately determined by weight or classification  
• weighing machines are operated and size of load is determined by correctly reading indicator scales  
• wet cleaning schedules are followed for a given process/article.  
• machine operator instructions are correctly followed  
• records are completed in accordance with enterprise procedures |
| 2. Operate wet cleaning machine | • between load service of machine is carried out in accordance with manufacturers’ and enterprise procedures  
• machine is loaded with correct weight for machine according to product classification manufacturers’ specifications enterprise procedures and occupational health and safety requirements  
• wet cleaning program is correctly determined for type of wash  
• water levels and temperature are correctly selected for load type  
• appropriate additives are correctly added to machine  
• machine is operated in accordance with operating instructions  
• additives and dosing system are prepared and monitored for correct operation and faults reported where appropriate  
• articles are unloaded using correct manual handling techniques where required  
• records are completed in accordance with enterprise procedures |
| 3. Monitor wet cleaning machine operation | • machine operation is checked for correct water temperature and additives levels and program operation  
• washing machine operational faults are reported according to enterprise procedures  
• discharge from washing machine is monitored in accordance with enterprise and regulatory requirements |
| 4. Sort and inspect articles | • articles are hung or sorted and inspected for stains further work etc. according to finishing requirements of the enterprise  
• articles 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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Operate finishing equipment</td>
<td>• procedures for start up and stopping of finishing equipment are correctly performed</td>
</tr>
<tr>
<td></td>
<td>• safety requirements related to machine operation and protective clothing are followed</td>
</tr>
<tr>
<td></td>
<td>• schedules are checked to ensure enterprise requirements for quality and quantity are met</td>
</tr>
<tr>
<td></td>
<td>• articles are classified and sorted according to finishing and rework requirements</td>
</tr>
<tr>
<td></td>
<td>• articles are prepared for finishing in accordance with requirements</td>
</tr>
<tr>
<td></td>
<td>• articles are correctly placed into or on finishing equipment</td>
</tr>
<tr>
<td></td>
<td>• finishing equipment is correctly operated in accordance with enterprise requirements for quality and quantity</td>
</tr>
<tr>
<td></td>
<td>• machines are monitored and adjusted for correct operation in accordance with manufacturers' specifications</td>
</tr>
<tr>
<td>2. Inspect articles</td>
<td>• articles are inspected against quality standards</td>
</tr>
<tr>
<td></td>
<td>• articles not meeting quality standards are returned for reprocessing</td>
</tr>
<tr>
<td></td>
<td>• damaged or torn articles are identified for repair or return in accordance with enterprise procedures</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify stain</td>
<td>• steps for identifying the type of stain are followed in accordance with enterprise or industry procedures&lt;br&gt;• stain is correctly identified</td>
</tr>
<tr>
<td>2. Determine spotting requirements</td>
<td>• spotting requirements for the identified stain area are correctly determined taking into account the particular fibre or fabric dye and colour</td>
</tr>
<tr>
<td>3. Carry out spotting procedure</td>
<td>• preparation for spotting is carried out in accordance with enterprise equipment, operation procedures and spotting agent directions&lt;br&gt;• machine is operated in accordance with manufacturers and enterprise procedures&lt;br&gt;• article is processed in accordance with enterprise procedures and/or spotting agent directions</td>
</tr>
</tbody>
</table>

Range of Variables

Work may involve individual and team related activities

Procedures can relate to:
• manual handling and safe handling of spotting agents<br>• recording of non removable stains and defects<br>• quality control requirements

Manuals and specifications include:
• enterprise documents<br>• occupational health and safety training manual for dry cleaning industry<br>• specifications from manufacturers of spotting aids<br>• guidelines for the use of hazardous substances

Data recording may include:
• key board<br>• 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<br>• 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<br>• 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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Prepare garments and/or articles for despatch | • 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 | • 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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare product for despatch</td>
<td>• records are checked to ensure requirements are met</td>
</tr>
<tr>
<td></td>
<td>• orders are compiled to customer specifications/requirements</td>
</tr>
<tr>
<td></td>
<td>• orders are ordinated to meet delivery or collection timetables</td>
</tr>
<tr>
<td>2. Coordinate and pack product for delivery or collection</td>
<td>• transport or storage equipment is inspected prior to packing to ensure cleanliness specifications are met</td>
</tr>
<tr>
<td></td>
<td>• packing sequences are planned and coordinated according to enterprise procedures</td>
</tr>
<tr>
<td></td>
<td>• products are packaged to meet laundry and client requirements</td>
</tr>
<tr>
<td></td>
<td>• orders are checked for correct quantity and weight and are labelled according to laundry specifications</td>
</tr>
<tr>
<td></td>
<td>• final inspection is carried out in accordance with quality standards</td>
</tr>
<tr>
<td>3. Process orders and dockets</td>
<td>• despatch storage and/or other related documentation is completed accurately and legibly in accordance with enterprise procedures</td>
</tr>
<tr>
<td>4. Store products</td>
<td>• records are maintained in accordance with enterprise procedures</td>
</tr>
<tr>
<td></td>
<td>• products are stored in an appropriate location in accordance with enterprise procedures and AS 4146</td>
</tr>
<tr>
<td></td>
<td>• orders are assigned according to storage/transport requirements</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
</table>
| 1. Collect and dispose of soiled linen | • linen skip bags are secured in linen skip which is appropriately positioned for use  
• linen bag is secured and removed from skip when three quarters full  
• linen is transported to designated area  
• occupational health and safety standards and manual handling procedures are implemented |
| 2. Deliver linen | • linen is collected from main storage area  
• personal and/or enterprise linen is distributed to appropriate clients/patients  
• ward/section linen is transported to stores  
• linen supplies/stores are maintained |

Range of Variables

Deliverying 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