



Australian Government

Department of Education, Employment and Workplace Relations

HLTPAT305C Operate efficiently within a pathology and specimen collection environment

Release: 1

HLTPAT305C Operate efficiently within a pathology and specimen collection environment

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to work effectively within a pathology and specimen collection environment. It provides an overview of organisation structure and the procedures of pathology and specimen collection practices.

Application of the Unit

Application

Work will usually be performed within a prescribed range of functions involving known routines and procedures.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Work within the context of the pathology and specimen collection environment | 1.1 Identify relevant <i>departments</i> and services within a health care setting
1.2 Identify facilities and devices to perform the role of a pathology assistant and specimen collection assistant
1.3 Observe clients participating in various types of specimen collection activities within the work environment
1.4 Ensure work performed reflects consideration of the <i>key stakeholders and representatives</i> of pathology and specimen collection practices
1.5 Participate within a health care team effectively |
| 2. Demonstrate commitment to the central philosophies of the organisation and pathology sector | 2.1 Demonstrates consideration and understanding of the <i>underpinning values and philosophy</i> of the organisation and the sector
2.2 Ensure conduct is ethical and organisation policies and procedures on confidentiality and consent are followed
2.3 Identify personal values and attitudes regarding client care and take into account when performing work duties |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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

This includes knowledge of:

- Demonstrated knowledge of ramifications of infections control breaches
- Demonstrated knowledge of the ramifications of breaches of confidentiality, policies and legislation
- Emergency manual
- Infection control guidelines
- Local policy and procedures
- Policy, regulatory, legislative and legal requirements based upon:
 - Privacy Act
 - Freedom of Information Act
 - individual rights and equal employment opportunity
- Principles and practices of confidentiality
- Principles and practices of duty of care Workplace health and safety
- Principles and practices of ethics and values
- Principles of access and equity
- Rejection criteria
- Underpinning values and philosophies in the specimen collection area

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Carry out work in accordance with relevant organisation policy, legislative requirements, industrial awards and agreements and in-house standard operating procedures (SOP's)
- Identify and report workplace hazards and poisons as applied to broad OHS area

REQUIRED SKILLS AND KNOWLEDGE

- Identify own responsibilities within the workplace
- Refer issues identified outside scope of responsibility to authorised person
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Use numeracy skills ranging from the ability to complete basic arithmetic calculations such as addition, subtraction, multiplication, division to recording numbers
- Use oral communication skills and language competence required to fulfil job roles in a safe manner and as specified by the organisation, including skills in:
 - asking questions
 - providing clear information
 - listening to and understanding workplace instructions
 - clarifying workplace instructions when necessary
 - literacy in English or a community language, depending on client group and organisation requirements
- Use problem solving skills including ability to use available resources
- Use reading and writing skills required to fulfil job roles in a safe manner and as specified by the organisation at a level of skill that may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets or procedure manuals, to reading labels and handling chemicals
- Use literacy support available in the workplace that may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available
- Use time management strategies to set priorities
- Work in a safe manner

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated

EVIDENCE GUIDE

over the required range of situations relevant to the workplace

- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Context of and specific resources for assessment:

- Relevant policies and procedures manuals, legislation and standards
- Organisation's mission statement, strategic and business plan
- Organisation charts
- Floor plans
- Instructions for the use of equipment
- Specific instructions for staff

Method of assessment

- Observation in the work place
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Clinical skills involving direct client care are to be assessed initially in a simulated clinical setting (laboratory). If successful, a second assessment is to be conducted during workplace application under direct supervision
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities
- Related units:*
- This unit can be delivered and assessed independently, however holistic assessment practice with other pathology units of competency is encouraged

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Contexts may include:*
- Statutory framework within which work takes place

RANGE STATEMENT

Stakeholders and representatives may include:

- Doctors
- Nurses
- Pathologists
- Phlebotomists
- Laboratory staff
- Medical scientists

Departments may include:

- Cytology
- Immunology/serology
- Histology
- Cytogenetics
- Media/sterilization
- Endocrinology
- Microbiology
- Haematology
- Biochemistry
- Neuropathology
- Transfusion medicine
- Transmission medicine

Underpinning values and philosophy may include:

- Customer service
- Teamwork
- Ethics and confidentiality
- Consent to treatment
- Laboratory accreditation
- Quality improvement
- OHS
- Compliance with infection control standards and guidelines

RANGE STATEMENT

Work environment may include:

- Hospital
- Collection centres
- Nursing homes
- Mobile collection units
- Hospitals
- Industrial workplaces
- Research institutions
- Sporting facilities
- Universities
- Public or private laboratory

Facilities may include:

- Hospital
- Private laboratory

Major responsibilities may include:

- Confidentiality
- Client identification
- Labelling of specimen
- Transport of specimen
- Client interaction
- Operating machinery
- Testing procedures
- Quality control

Organisation's underpinning values and philosophy will include:

- A non-discriminatory approach to all people using the service
- Ensuring the work undertaken takes account of and caters for differences including cultural, physical, religious, economic and social
- Provision of accessible services for disabled clients
- Different cultural and social contexts
- The needs of indigenous Australians
- The needs of people from non-English speaking backgrounds
- Needs of specific religious groups

Unit Sector(s)

Not Applicable