

Competency Standards for Caribbean Vocational Qualifications (CVQ)

CCHSHS2004 CVQ Level 2 – Health Screening

Unit Code	Unit Title	Mandatory/ Elective
HS02000	Conduct basic vision screening on persons five years and over	Mandatory
HS02001	Conduct hearing screening	Mandatory
HS02002	Conduct basic disease screening	Mandatory
HS02003	Conduct tasks associated with health promotion, health education and health research	Mandatory
HS02004	Follow organization's health and safety policy	Mandatory
HS02005	Work effectively with others	Mandatory
HS02006	Communicate in the workplace	Mandatory
HS02007	Apply basic first aid management	Mandatory
HS00110	Recognise healthy body systems in a health care context (basic)	Mandatory
HS00111	Apply personal development principles to health care	Elective
CSEECD0202A	Care for children	Elective
CSAHCA0023A	Observe, detect and respond to signs of abuse	Elective
CSAHCA0112A	Provide support to persons with disabilities	Elective

To achieve this qualification all mandatory units and a minimum of 2 electives must be achieved.

HS02000

Conduct Basic Vision Screening on Persons Five Years and Over

Unit Descriptor:

This unit deals with the skills and knowledge required for conducting basic vision screening on persons five years and over. It describes the work expectations associated with preparing for screening assessment, establishing a positive relationship with the client, performing vision screening, communicating results to supervisory authority, cleaning and storing equipment and completing and distributing all standardized forms and reports.

ELEMENTS		PERFORMANCE CRITERIA	
Candidates must be able to:			
1	Prepare for screening assessment	1.1	Gain informed consent from client's carer in accordance with workplace procedures
		1.2	Check that all information, including required forms are accessible and ready for use
		1.3	Assess the environment to ensure that it is suitable for screening assessment, following workplace procedures
		1.4	Check and calibrate equipment and attachments to be used for assessments, following manufacturer's specifications
2	Establish a positive relationship with the client	2.1	Explain the assessment procedure clearly and simply to the client in accordance with workplace procedures
		2.2	Allow client the opportunity to ask questions and discuss areas of concern, in accordance with workplace procedures
		2.3	Assess, identify and meet any special needs of client throughout screening assessment, in accordance with workplace procedures
		2.4	Maintain confidentiality of client information throughout the procedure
3	Conduct a visual inspection of the eye	3.1	Follow all personal hygiene/infection control procedures while working
		3.2	Inspect the eye visually, in accordance with relevant screening protocols and procedures
		3.3	Identify any contra-indications for proceeding with further screening assessment
		3.4	Provide referrals to the appropriate agency for further assessment and management, in accordance with workplace protocols

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| 4 | Perform vision screening assessment | 4.1 | Follow all personal hygiene/infection control procedures while working |
| | | 4.2 | Perform vision screening in a non threatening manner to produce valid, reliable and accurate results and in accordance with relevant workplace policies and procedures |
| | | 4.3 | Repeat screening if results are unreliable, following workplace procedures |
| | | 4.4 | Record and file results in accordance with relevant workplace policies and procedures |
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| 5 | Communicate results to supervisory authority | 5.1 | Forward results of the screening exercise to relevant authority in accordance with workplace procedures |
| | | 5.2 | Discuss relevant issues and concerns with supervisory authority in accordance with workplace procedures |
| | | 5.3 | Coordinate referrals under the direction of supervisory authority, in accordance with workplace procedures |
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| 6 | Clean and store equipment | 6.1 | Clean equipment and attachments in accordance with manufacturers' requirements and infection control procedures |
| | | 6.2 | Dispose of waste material in accordance with infection control procedures |
| | | 6.3 | Store equipment and attachments in accordance with workplace policies and procedures |
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| 7 | Complete and distribute all standardized forms and reports | 7.1 | Complete and submit all necessary forms legibly and in a timely manner, following relevant workplace policies and procedures |
| | | 7.2 | Enter data into electronic database in accordance with relevant workplace policies and procedures |
| | | 7.3 | Complete and submit all necessary reports to the appropriate person, in accordance with relevant workplace policies and procedures |

RANGE STATEMENT

Screening instruments include:

- Visual Acuity Testing using Snellen, LogMAR , Illiterate E Eye Charts
- Cover and uncover assessment
- Use of automated screener
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Carers may include:

- Parent/s
- Guardian
- Principal

Equipment and attachments include:

- Pen torch
- Occluders

Client confidentiality includes:

- Legal and ethical requirements
- Secure location for written records
- Screening rooms with privacy
- Information disclosed to an appropriate person consistent with the responsibility of this position

Personal hygiene/infection control procedures include:

- Washing hands
- Use of hand sanitizers
- Instrument cleaning after use on each client
- National Health guidelines for infection, prevention and control
- Other legislative requirements

Relevant policies and procedures include:

- Organisational
- Industry standards
- Industry/professional bodies

Contra-indications for proceeding with further screening tests include:

- Non-compliance by client
- Signs of active eye infection
- Signs of infection in the head and scalp
- Open wound in the face, head or scalp

Referral agency/personnel may include:

- Optician /Optometrist
- Medical practitioner
- Medical facilities

Information includes:

- Standardized forms
- Standardized promotional material

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. What are the types of refractive errors which can cause visual impairment
2. What are the effects of vision loss on persons five years and over
3. What is the basic anatomy and physiology of the eye
4. What are the basic milestones in normal child development that will impact on the ability to conduct certain types of screening assessments and how to recognise them
5. What are the requirements needed to conduct vision screening tests that will enable the performances to be accurate and will minimize risk to clients
6. What are the processes required when conducting vision screening which will minimize the risk of cross infection
7. How to perform basic vision screening assessments on persons five years and over

8. How to recognise conditions which will contra-indicate further testing
9. How to operate, trouble shoot and perform routine calibration on vision screening equipment correctly and in accordance with manufacturers' specifications
10. How to manage conflict
11. What are the clear responsibilities of community healthcare worker, school personnel and carers in vision screening
12. What are the reporting lines in the organization in relation to vision screening
13. How to effectively communicate with clients, carers, co-workers and school staff

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- perform a number of basic vision screening assessments on persons five years and over, using different protocols and instruments
- recognise conditions when screening results may be unreliable
- recognise conditions to discontinue further screening
- communicate effectively with client, carers, school personnel and supervisor regarding the procedures and the outcomes of the screening
- complete standardized forms

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be gathered through a variety of ways including direct observation, supervisor's reports, project work, practical demonstration of tasks and functions and oral and written questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to a suitable venue and all materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

HS02001

Conduct Hearing Screening

Unit Descriptor:

This unit deals with the skills and knowledge required for conducting routine hearing screening. It describes the work expectations associated with preparing for hearing screening, establishing a positive relationship with the client, performing hearing screening, examining results to determine outcome of screening, communicating results to the appropriate agencies, cleaning and storing equipment and completing all standardized forms and reports.

ELEMENTS**PERFORMANCE CRITERIA**

Candidates must be able to:

1	Prepare for hearing screening	1.1	Obtain informed consent from client's carer following workplace procedures
		1.2	Check that all information, including required forms are accessible and ready for use
		1.3	Assess the environment to ensure that it is suitable for screening, following workplace procedures
		1.4	Check and calibrate equipment and attachments to be used for assessments, following manufacturer's specifications
2	Establish a positive relationship with the client	2.1	Explain the procedure clearly and simply to the client in accordance with workplace procedures
		2.2	Allow client the opportunity to ask questions and discuss areas of concern, in accordance with workplace procedures
		2.3	Identify and meet any special needs of client, in accordance with workplace procedures
		2.4	Maintain confidentiality of client information throughout the procedure
3	Conduct a visual inspection of the ear	3.1	Follow all personal hygiene/infection control procedures while working
		3.2	Inspect the ear visually, in a non-threatening manner, in accordance with relevant workplace policies and procedures
		3.3	Identify any contra-indications for proceeding with further screening tests
		3.4	Provide referrals to the supervisory personnel for further assessment and treatment if required, following workplace procedures

4	Perform hearing screening	4.1	Follow all personal hygiene/infection control procedures while working
		4.2	Perform hearing screening in a non threatening manner to produce valid, reliable and accurate results and in accordance with relevant workplace policies and procedures
		4.3	Re-screen if results are unreliable, in accordance with workplace procedures
		4.4	Record results in accordance with relevant workplace policies and procedures
5	Examine results	5.1	Review results to determine outcome of screening
		5.2	Record and file results in accordance with relevant workplace policies and procedures
6	Communicate results to the appropriate agencies/personnel	6.1	Forward results of the screening exercise to relevant agencies/personnel in accordance with workplace procedures
		6.2	Discuss relevant issues and concerns with relevant personnel at facility, in accordance with workplace procedures
		6.3	Provide referrals to the supervisory personnel for further management, if client fails screening/re-screening
7	Clean and store equipment	7.1	Clean equipment and attachments in accordance with manufacturers' requirements and infection control procedures
		7.2	Dispose of waste material in accordance with infection control procedures
		7.3	Store equipment and attachments in accordance with workplace policies and procedures
8	Complete and distribute all standardized forms and reports	8.1	Compile, complete and submit all necessary forms legibly and in a timely manner, following relevant workplace policies and procedures
		8.2	Enter data into electronic database in accordance with relevant workplace policies and procedures
		8.3	Complete and submit all necessary reports to appropriate personnel, in accordance with relevant workplace policies and procedures

RANGE STATEMENT

Screening instruments include:

- Pure tone audiometric screening using a pre-determined decibel pass-fail level and threshold screening
- Tympanometry
- OAE screening

Equipment and attachments include:

- Pen torch
- Screening tympanometer
- Screening audiometer
- OAE Screener
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Carers may include:

- Parent/s
- Guardian
- Principal

Personal hygiene/infection control procedures include:

- Washing hands
- Use of hand sanitizers
- Instrument cleaning after use on each client
- National Health guidelines for infection, prevention and control
- Other legislative requirements

Contra-indications for proceeding with further screening include:

- Non-compliance by client
- Ear pain
- Foreign body in the ear
- Ear Discharge
- Signs of infection in the head and scalp
- Open wound in the head or scalp

Steps taken to maximise screening accuracy includes:

- Use of a quiet facility
- Client comfort

Information includes:

- Standardized forms
- Standardized promotional material

Client confidentiality includes:

- Legal and ethical requirements
- Secure location for written records
- Screening rooms with privacy
- Information disclosed to an appropriate person consistent with the responsibility of this position

Relevant policies and procedures include:

- Organisational
- Industry standards
- Industry professional bodies

Referral agencies/personnel may include:

- District health visitor
- School nurse
- Health care facility

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. What are the types of hearing loss and the effects of hearing loss

2. What is the basic anatomy and physiology of the ear and auditory system
3. What are the different types of equipment used in routine hearing screening, how are they used and what are their basic mechanisms
4. How to recognise the basic milestones in normal child development that will impact the ability to conduct certain types of screening tests
5. What are the requirements needed to conduct audiometric screening that will enable the performance to be accurate and will minimize risk to clients
6. What techniques are used to minimize the risk of cross infection when conducting hearing screening
7. How to perform routine audiometric screening tests
8. How to recognise conditions which will contra-indicate further screening
9. How to recognise when a client is not giving reliable responses
10. How to operate, trouble shoot and perform routine biological calibration on audiometric equipment correctly and in accordance with manufacturers' specifications
11. How to manage conflict
12. What are the roles, responsibilities and reporting lines of community healthcare workers and school personnel
13. How to effectively communicate with children, co-workers, school staff and carers
14. How to complete standardized forms and prepare written reports in accordance with defined organisational protocols

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- perform routine screening using appropriate instruments adhering to related protocols
- recognise situation when results may be unreliable
- recognise contra-indications to proceeding with further screening
- communicate effectively with client, school personnel and supervisor regarding the procedures and the outcomes of the screening
- complete standardized forms

(2) Context of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, practical demonstration of tasks and functions and oral and written questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to a suitable venue and all materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

HS02002

Conduct Basic Disease Screening

Unit Descriptor:

This unit deals with the skills and knowledge required for conducting basic disease screening. It describes the work expectations associated with preparing for chronic disease screening, establishing a positive relationship with the client, taking client's anthropometric, blood pressure and/or other measurements, collecting and testing capillary blood sample, examining results to determine outcome of screening tests, communicating results to the appropriate agencies, cleaning and storing equipment and completing all standardized forms and reports.

ELEMENTS		PERFORMANCE CRITERIA	
Candidates must be able to:			
1	Prepare for chronic disease screening	1.1	Obtain informed consent from client's carer following workplace procedures
		1.2	Check that all information, including required forms are accessible and ready for use
		1.3	Assess the environment to ensure that it is suitable for screening, following workplace procedures
		1.4	Check and code/calibrate equipment and attachments to be used for assessments, following manufacturer's specifications
		1.5	Use suitable personal protective equipment following workplace procedures
2	Establish a positive relationship with the client	2.1	Explain the procedure clearly and simply to the client in accordance with workplace procedures
		2.2	Allow client the opportunity to ask questions and discuss areas of concern, in accordance with workplace procedures
		2.3	Identify and meet any special needs of client, in accordance with workplace procedures
		2.4	Maintain confidentiality of client information throughout the procedure
3	Take client's anthropometric, blood pressure and/or other measurements	3.1	Follow all personal hygiene/infection control procedures while working
		3.2	Identify any contra-indications for proceeding with further screening
		3.3	Take anthropometric, blood pressure and/or other measurements to produce valid, reliable and accurate results in accordance with relevant workplace policies and procedures

		3.4	Measure the circumference and select the appropriate cuff for blood pressure measurements
		3.5	Perform blood pressure measurements to produce valid, reliable and accurate results, in accordance with relevant workplace policies and procedures
		3.6	Conduct re-test if test results are unreliable
		3.7	Calculate Body Mass Index (BMI) in accordance with workplace agreed formulae
		3.4	Record and chart results in accordance with relevant workplace policies and procedures
4	Collect and test capillary blood sample	4.1	Follow all personal hygiene/infection control procedures while working
		4.2	Identify any contra-indications for proceeding with further screening procedures
		4.3	Collect capillary blood sample from the finger following workplace policies and procedures
		4.4	Measure parameters from blood sample using selected device according to the manufacturer's stipulations
		4.5	Record measured results in accordance with relevant workplace policies and procedures
5	Examine results	5.1	Collate and review results to determine outcome of the screening
		5.2	Record and file results in accordance with relevant workplace policies and procedures
6	Communicate results to the appropriate agencies/personnel	6.1	Forward results of the screening exercise to relevant agencies/personnel in accordance with workplace procedures
		6.2	Discuss relevant issues and concerns with relevant personnel at facility, in accordance with workplace procedures
		6.3	Provide referrals to the supervisory personnel for further management, if client fails screening/re-screening
7	Clean and store equipment	7.1	Clean equipment and attachments in accordance with manufacturers' requirements and infection control procedures
		7.2	Dispose of waste material and 'sharps' in accordance with infection control procedures
		7.3	Store equipment and attachments in accordance with workplace policies and procedures

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| 8 | Complete and distribute all standardized forms and reports | 8.1 | Compile, complete and submit all necessary forms legibly and in a timely manner, following relevant workplace policies and procedures |
| | | 8.2 | Enter data into electronic database in accordance with relevant workplace policies and procedures |
| | | 8.3 | Complete and submit all necessary reports to the appropriate person, in accordance with relevant workplace policies and procedures |

RANGE STATEMENT

Screening instruments include:

- Measurement of weight, height, waist, hip and circumference
- Temperature, pulse, respiratory rate and blood pressure
- BMI and waist/hip ratio
- Blood sugar and blood cholesterol

Information may include:

- Standardized forms
- Standardized promotional material

Equipment and attachments include:

- Stadiometer
- Weight scale
- Tape measure
- Sphygmomanometers
- Lancets
- Screening Glucometers
- Portable cholesterol testing instruments
- Blood pressure monitoring equipment

Personal protective equipment includes:

- Gloves
- Protective coat

Carers may include:

- Parent/s
- Guardian
- Principal

Client confidentiality includes:

- Legal and ethical requirements
- Secure location for written records
- Screening rooms with privacy
- Information disclosed to an appropriate person consistent with the responsibility of this position

Personal hygiene/infection control procedures include:

- Washing hands
- Use of hand sanitizers
- Instrument cleaning after use on each client
- Use of PPE
- Use and disposal of hazardous and sharp waste disposal units
- National Health guidelines for infection, prevention control

Relevant policies and procedures include:

- Organisational
- Industry standards
- Industry professional bodies

- Other legislative requirements

Contra-indications for proceeding with further screening tests include:

- Non-compliance by client
- History of known or suspected bleeding disorders, on medication which exacerbates bleeding

Referral agencies/personnel may include:

- District Health Visitor
- School nurse
- Health care facility

Steps taken to maximise test accuracy includes:

- Use of a quiet facility
- Client comfort

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. What are the common chronic non-communicable diseases and their causes, risk factors and effects
2. What is the importance of screening for these diseases
3. What are the effects of chronic non-communicable diseases
4. What are the requirements needed to safely and accurately conduct anthropometric, blood pressure and/or other measurements
5. How to minimize risk to client and tester when collecting a capillary blood sample
6. How to calculate BMI
7. How to accurately measure blood glucose and cholesterol levels using portable screening instruments
8. How to recognise conditions which will contra-indicate further testing
9. How to operate, trouble shoot and perform routine biological calibration on equipment correctly and in accordance with manufacturers' specifications
10. How to manage conflict
11. What are the clear responsibilities of community healthcare worker and school personnel in and the reporting lines in the community health system
12. How to effectively communicate with children, co-workers, school staff and carers

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- perform routine anthropometric and other measurements
- perform blood screening procedures
- recognise conditions when test results may be unreliable
- recognise contraindications to proceeding with further screening

- communicate effectively with client, school personnel and supervisor regarding the procedures and the outcomes of the screen

(2) Context of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, practical demonstration of tasks and functions and oral and written questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to a suitable venue and all materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

HS02003

Conduct Tasks Associated with Health Promotion, Health
Education and Health Research

Unit Descriptor:

This unit deals with the skills and knowledge required for conducting tasks associated with health promotion, health education and health research. It describes the work expectations associated with obtaining and distributing materials for information dissemination, delivering simple health information to individuals and groups, issuing health survey instruments and collecting survey data.

ELEMENTS		PERFORMANCE CRITERIA	
Candidates must be able to:			
1	Obtain and distribute health information	1.1	Obtain directives from Health Promotion / Health Education/ Nursing personnel on health information to be distributed
		1.2	Obtain health information from sources recommended by Health Promotion / Health Education/ Nursing personnel in accordance with workplace procedures
		1.3	Check that all information to be distributed is available and ready for use
		1.4	Package and distribute information to target groups in accordance with workplace procedures
2	Deliver simple health information to individuals and groups	2.1	Obtain directives form Health Promotion / Health Education/ Nursing personnel on the task
		2.2	Obtain health information from sources recommended by Health Promotion / Health Education/ Nursing personnel in accordance with workplace procedures
		2.3	Structure and document information to be delivered orally in accordance with workplace procedures
		2.4	Review oral information to be delivered with Health Promotion/ Health Education/ Nursing personnel to ensure information is within the scope of practice
		2.5	Check that the environment is suitable for the delivery of oral information in accordance with workplace procedures
		2.6	Check that all audio visual equipment are accessible and ready for use
		2.7	Establish a relaxed atmosphere with clients in accordance with established communication standards
		2.8	Deliver health information orally and/or with audio visual equipment, in accordance with workplace procedures ensuring that information given is within the scope of

		2.9	practice Provide answers to questions correctly, referring questions outside area of competency to appropriate authorities
3	Store equipment and sundries	3.1	Store equipment, attachments and sundries in accordance with manufacturers' requirements and workplace procedures
		3.2	Dispose of any waste material in accordance with infection control procedures
4	Issue health survey instruments and collect survey data	4.1	Obtain directives from Health Promotion / Health Education/ Nursing personnel on surveys to be conducted
		4.2	Check that all relevant information needed to issue survey instruments is given by the agents responsible for the survey
		4.3	Check that all necessary documents and sundries to conduct survey are ready and available
		4.4	Issue survey instrument to clients, maintaining confidentiality, in accordance with the survey guidelines
		4.5	Collect, secure and deposit survey data in accordance with survey guidelines

RANGE STATEMENT

Health information sources include:

- Health Resource Personnel
- Health Promotion and Health Education Libraries and storage facilities
- Internet

Information includes:

- Literature
- Electronic information

Documents include:

- Guidelines for survey
- Survey instrument
- Standardized forms

Client confidentiality includes:

- Legal and ethical requirements
- Secure location for survey questionnaires
- Rooms with privacy for completing surveys
- Information disclosed to an appropriate person consistent with the responsibility of this position

Relevant policies and procedures include:

- Organisational
- Industry standards
- Industry professional bodies

Unsuitable environment includes:

- Non-compliance by clients
- Disruptive behaviour by clients
- Unsafe Situations

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. What is the importance of health promotion and health education
2. What are the different ways in which health education can be delivered
3. What are the requirements needed to deliver an effective health talk
4. How to operate multimedia equipment
5. How to produce and deliver a power point presentation
6. How to effectively communicate with and answer questions from an audience
7. What are the requirements needed for conducting a confidential health survey
8. How to interview a client for a survey
9. What are the ethical responsibilities in the collection of data
10. How to manage conflict

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- Assemble health information packages
- Communicate health information effectively with individuals and an audience
- Operate multimedia, create and deliver a power point presentation
- Issue health survey instruments

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence may be gathered through a variety of ways including direct observation, supervisor's reports, project work, practical demonstration of tasks and functions and oral and written questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to a suitable venue and all materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

HS02004

Follow Organization's Health and Safety Policy

Unit Descriptor:

This unit deals with the skills and knowledge required for following organization's health and safety policy. It describes the work expectations associated with following organisational procedures for hazard identification and risk control, utilizing strategies to prevent infection the workplace and working in a safe manner.

ELEMENTS		PERFORMANCE CRITERIA	
Candidates must be able to:			
1	Follow organisational procedures for hazard identification and risk control	1.1	Recognize hazards in the work area and report to supervisor according to workplace procedures
		1.2	Follow all organisational procedures and work instructions for assessing and controlling risks accurately
		1.3	Follow all organisational procedures for dealing with accidents, fires and other emergencies within scope of responsibilities and competencies
		1.4	Raise occupational safety and health (OSH) issues with designated personnel and co-workers in accordance with organisational procedures
2	Utilise strategies to prevent infection in the workplace	2.1	Keep work environment clean and tidy in accordance with organisational procedures
		2.2	Maintain personal hygiene practices in accordance with Infection, Prevention and Control standards
		2.3	Dispose of items which may be contaminated according to Infection, Prevention and Control standards
3	Work in a safe manner	3.1	Carry out work in accordance with defined procedures and in a manner which ensures personal safety and the safety of others
		3.2	Follow all organisational safe work practices accurately
		3.3	Submit reports in accordance with organisational procedures
		3.4	Comply with and contribute to the manual handling risk management system in the workplace
		3.5	Follow all organisational procedures for reporting symptoms and injuries to self and/or others
		3.6	Follow all organizational procedures for reporting maintenance and difficulties with tasks

RANGE STATEMENT

Relevant organisational procedures include:

- Hazard identification policies and procedures
- Emergency, fire and accident procedures
- Infection control guidelines
- Procedures for the use of personnel protective clothing and equipment
- Hazard identification and issue resolution procedures
- Job procedures and work instructions
- Waste management
- Security procedures

Hazards include:

- Work workloads
- Manual handling
- Patient handling
- Toxic or hazardous substances/radiation
- RSI prevention mandatory
- Body fluids and human tissue
- Infections
- Fire
- Clinical waste
- 'Sharps'
- Drug and alcohol use
- Personal threat by patients, visitors and other staff
- Aggressive behaviour of patients ie caused by
 - mental health of patient or drug and alcohol use
 - Gases

Organisational procedures for controlling risks include:

- Manual handling techniques
- Strategies for reducing the amount of manual handling required
- Recognition of a hostile situation – how to deal with patients/visitors/staff who threaten
- Strategies to 'defuse' potential problems

Items which may be contaminated may include:

- Syringes and other 'sharps'
- Clothing
- Food
- Human tissue
- Clinical waste
- Soiled linen

Organisational safe work practices include procedures for:

- Major risks
- Security
- Manual handling

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. What are significant hazards in the workplace
2. Where to locate safety equipment such as fire extinguishers and emergency units and alarms
3. How to use safety equipment
4. What are the workplace procedures that apply to fire, accidents and emergency situations
5. What are the potential hazards in the workplace and the risks/potential risks of certain behaviours, layouts/features (behaviours include those resulting from drug and alcohol use by staff, visitors or clients)
6. What is the impact of drug and alcohol use on safety in the workplace
7. What are the legislative requirements and best practice approaches to OSH
8. What are the rights and obligations of employees and employers regarding OSH

9. What are the reporting mechanisms required for workplace injury and compensation claims
10. How to perform lifting, lowering and transfer techniques of manual handling
11. How to implement practices that prevent or minimise risk
12. How to apply safe handling practices and other safety procedures
13. How to correctly use equipment according to manufacturers' specifications
14. How to recognize and report workplace hazards including drug and alcohol use and mental health issues

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- work safely, and follow the organisation's OSH policies and procedures
- comply with the Infection, Prevention and Control standards

(2) Context of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, practical demonstration of tasks and functions and oral and written questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to a suitable venue and all materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

HS02005

Work effectively with others

Unit Descriptor:

This unit deals with the skills and knowledge required for working effectively with others. It describes the work expectations associated with developing effective workplace relationships and contributing to workgroup activities.

ELEMENTS**PERFORMANCE CRITERIA**

Candidates must be able to:

1	Develop effective workplace relationships	1.1	Undertake responsibilities and duties in a positive manner to promote cooperation and good relationship
		1.2	Seek assistance from workgroup members when difficulties arise and address them through discussions
		1.3	Encourage constructive feedback with others in the workgroup
		1.4	Apply organisation's social, ethical and operational standards to develop and maintain positive relationships
		1.5	Adjust interpersonal styles and methods to the social and cultural environment
2	Contribute to workgroup activities	2.1	Provide support to team members to ensure workgroup goals are met
		2.2	Make constructive contributions to workgroup goals and tasks according to organisational requirements
		2.3	Share information relevant to work with workgroup to ensure designated goals are met
		2.4	Identify and plan strategies/opportunities for improvement of the workgroup with the workgroup

RANGE STATEMENT

Organisational requirements include:

- Goals, objectives, plans, systems and processes
- Legal and organisation policy/guidelines and requirements
- OSH policies, procedures and programs
- Business and performance plans
- Anti-discrimination and related policy
- Access and equity principles and practice
- Ethical standards
- Quality and continuous improvement processes and standards

Responsibilities and duties include:

- Job description and employment arrangements
- Organisation's policy relevant to work role
- Team structures
- Supervision and accountability requirements including OSH
- Skills, training and competencies
- Code of conduct

- Defined resource parameters
- Workgroup members include:
- Coach/mentor
 - Supervisor or manager
 - Peers/work colleagues/team/enterprise
 - Other members of the organisation

Providing support to team members may include:

- Explaining/clarifying
- Helping colleagues
- Problem solving
- Providing encouragement
- Providing feedback to another team member
- Undertaking extra tasks if necessary

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. What are the relevant legislation that affects organisation's operations, especially in regard to OSH and environmental issues, equal opportunity, industrial relations and anti-discrimination
2. Why is it important to maintain cooperation and good relationships in the workplace
3. What are the organisation's policies, plans and procedures
4. How to relate to people using the principles of group dynamics
5. How to elicit and interpret feedback from others
6. What are the techniques to use to develop personal plans and establish priorities
7. How to identify and prioritise personal development opportunities and options
8. What are the workgroup members' responsibilities and duties
9. What is the importance of demonstrating respect and empathy in dealing with colleagues
10. How to communicate effectively to request advice, receive feedback and work with a team
11. How to relate to people with diverse backgrounds
12. What are the principles associated with identifying the cultural and social environment and assessing interpersonal styles

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- Provide support to team members to ensure goals are met
- Seek and act on feedback from team members

(2) Context of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, practical demonstration of tasks and functions and oral and written questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to a suitable venue and all materials and documentation required. The candidate must be permitted to refer to

any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

HS02006

Communicate in the workplace

Unit Descriptor:

This unit deals with the skills and knowledge required for communicating in the workplace. It describes the work expectations associated with activities of gathering, conveying and receiving information together with completing routine written correspondence.

ELEMENTS		PERFORMANCE CRITERIA	
Candidates must be able to:			
1	Gather and share information	1.1	Collect information to achieve work responsibilities from appropriate sources, in accordance with workplace procedures
		1.2	Use method(s)/equipment to communicate ideas and information that is appropriate to the audience
		1.3	Use effective listening and speaking skills during oral communication
		1.4	Seek input from internal and external sources and use to develop and refine new ideas and approaches
		1.5	Respond to instructions or enquiries promptly and in accordance with organisational requirements
2	Complete written correspondence	2.1	Present written information in a clear and concise language to ensure that the intended meaning of the correspondence is understood by recipient
		2.2	Check that correspondence is drafted and presented within designated timelines
		2.3	Check that presentation of written information meets organisational standards of style, format and accuracy

RANGE STATEMENT

Communication equipment includes:

- Network systems
- Telephones
- Keyboard equipment including mouse, touch pad, keyboard
- Pens, pencils
- Information technology components including hardware, software and communication packages
- Facsimile machines

Oral communication includes:

- Answering telephone calls
- Requests from colleagues
- Use of voice mail
- Informal discussions
- Answering enquiries from clients

Written information includes:

- Handwritten and printed materials

Correspondence may include:

- Reports

- Forms
- Reports
- Electronic mail
- Internal memos
- Facsimiles
- General correspondence
- Telephone messages
- Memoranda
- Messages
- Proformas
- Emails
- Standard/form letters

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. What is the relevant legislation that affects workplace operations, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
2. What are the organisation's policies, plans, procedures and inter-departmental relationships
3. What are the principles of effective communication in relation to listening, questioning and non-verbal communication
4. How to communicate effectively, receive feedback and work with a team
5. How to plan and organise work priorities and arrangements
6. How to solve routine problems
7. How to use communication equipment
8. How to communicate and relate to people with diverse backgrounds
9. How to complete prescribed forms and prepare written reports in accordance with defined organisational protocols

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- Use communication methods that are appropriate to the audience
- Communicate and provide messages that are clear, concise and correct
- Respond to requests for information promptly
- Provide information to clients in a clear and concise format
- Complete relevant forms and written reports in accordance with workplace procedures

(2) Context of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, practical demonstration of tasks and functions and oral and written questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to a suitable venue and all materials and documentation required. The candidate must be permitted to refer to

any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

HS02007

Apply Basic First Aid Management

Unit Descriptor:

This unit deals with the skills and knowledge required for the provision of essential First Aid in an emergency using basic life support measures. The First Aider is not expected to deal with complex casualties or incidents, but to provide an initial response where First Aid is required. It is assumed the First Aider is working under supervision and/or according to established workplace First Aid procedures and policies.

ELEMENTS		PERFORMANCE CRITERIA	
Candidates must be able to:			
1	Assess the situation	1.1	Identify physical hazards to health and safety in accordance with workplace procedures
		1.2	Minimise immediate risk by controlling the hazard in accordance with OSH requirements
		1.3	Assess casualty's vital signs and physical condition in accordance with established first aid procedures
2	Apply basic First Aid techniques	2.1	Use basic First Aid techniques in accordance with established procedures
		2.2	Reassure casualty in a caring and calm manner and make them comfortable using available resources
		2.3	Seek First assistance from others in a timely manner in accordance with established first aid procedures
		2.4	Monitor and respond to casualty's condition in accordance with basic First Aid procedures
		2.5	Record details of casualty's physical condition, changes in condition, management and response to management in line with organisational procedures
3	Communicate details of the incident	3.1	Request appropriate medical assistance using relevant communication media and equipment
		3.2	Convey details of casualty's condition and management activities to emergency services/relieving personnel in accordance with First Aid principles and workplace procedures
		3.3	Prepare reports to supervisors in a timely manner, presenting all relevant facts according to established workplace procedures

RANGE STATEMENT

Physical hazards may include:

- Workplace hazards
- Environmental hazards
- Proximity of other persons
- Hazards associated with the casualty management processes

Risks may include:

- Worksite equipment, machinery and substances
- Environmental risks
- Bodily fluids
- Risk of further injury to the casualty
- Risks associated with the proximity of other persons

First Aid management will need to account for:

- Location and nature of the workplace
- Environmental conditions eg electricity, biological risks, weather, motor vehicle accidents
- Location of emergency services personnel
- Use and availability of First Aid equipment and resources
- Infection control

Resources and equipment are used appropriate to the risk and include:

- Pressure bandages
- Blood pressure monitor
- Thermometers
- First Aid kit
- Eyewash
- Thermal blankets
- Pocket face masks
- Rubber gloves
- Dressing
- Spacer device
- Cervical collars

Communication systems may include:

- Mobile phone
- Satellite phones
- HF/VHF radio
- Flags
- Flares
- Two-way radio
- Email
- Electronic equipment

Vital signs and physical condition include:

- Respiration
- Pulse
- Temperature
- Blood pressure
- Circulation
- Level of consciousness

Established First Aid principles include:

- Checking the site for danger to self, casualty and others and minimising the danger
- Checking and maintaining the casualty's airway, breathing and circulation

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. What are the components of basic anatomy and physiology that are relevant to basic first aid
2. What are the duties of a First Aider
3. What are the workplace standard operating procedures in relation to first aid management
4. How to apply First Aiders' skills and what are the limitations
5. What are the OSH legislation and regulations

6. How to demonstrate principles of First Aid casualty management including assessing and minimising danger, maintaining the casualty's airway, breathing and circulation
7. How to perform safe manual handling of the casualty
8. How to apply Bleeding control measures/techniques
9. How to care for the unconscious
10. What are the Infection control measures to be applied
11. What are the required reports to be completed

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- demonstrate First Aid casualty management principles: assessing and minimising danger, maintaining the casualty's airway, breathing and circulation
- Safe manual handling of casualty
- Record details of casualty's physical condition, changes in condition, management and response to management

(2) Context of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, practical demonstration of tasks and functions and oral and written questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to a suitable venue and all materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

HS00110: Recognise Healthy Body Systems in a Health Care Context (Basic)

Unit Descriptor:

This unit of competency describes the basic knowledge of anatomy and physiology required to recognize body systems and their components and basic pathology which affect the human body

ELEMENTS

CANDIDATES MUST BE ABLE TO:

PERFORMANCE CRITERIA

1	Apply knowledge of anatomy of the healthy human body	1.1	Use accepted health terminology to communicate the normal structure, function and location of the major body systems to approved personnel
		1.2	Apply a basic understanding of the fundamental principles of maintaining a healthy body for approved patient care
		1.3	Work with knowledge of the major components of each body system and their location in relation to other structures for approved patient care
2	Apply basic knowledge of physiology that support healthy functioning of the body	2.1	Work with a basic understanding of how to maintain the whole body in an overall state of health
		2.2	Work with a basic understanding of the relationships between body systems required to support healthy functioning
3	Apply basic knowledge of pathology that affect the human body	3.1	Work with a basic understanding of pathology and diseases which affect the human body
		3.2	Work with a basic understanding of the relationships between the body systems and the effect of diseases

RANGE STATEMENT

Major body systems include:

- Cardiovascular system
- Respiratory system
- Musculo-skeletal system
- Endocrine system
- Nervous system
- Digestive system
- Urinary system
- Reproductive system
- Integumentary system
- The special senses – smell, taste, vision, equilibrium and hearing

Support healthy functioning includes:

- Body regulation –
 - Maintenance of body temperature
 - Body fluids
 - Elimination of waste
 - Maintenance of blood pressure
- Protection from infection
- Physical activity –active and passive

Pathology includes:

- Congenital
- Acquired Diseases
 - Toxic
 - Infection
 - Vascular
 - Neoplasms
 - Nutritional
 - Endocrine
 - Immunological
 - Hematological
 - Metabolic
- Psychological

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. What is the basic structure and function of the body systems and associated components
2. How to maintain and recognize a healthy body system
3. How to use and articulate common health terminology related to human anatomy and physiology

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- apply knowledge of anatomy and physiology to health care services
- apply knowledge over a range of workplace applications
- perform all tasks according to established procedures
- report problems according to established procedures

(2) Method of Assessment

Assessors should gather a range of evidence, over a period of time, which is valid, sufficient and authentic. Evidence should be gathered through a variety of ways including direct observation and oral questioning. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, manufacturer's specifications, codes, standards, manuals and reference materials

(3) Context of Assessment

This unit may be assessed on the job or off the job. Where assessment is done off the job, an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by working individually.

HS00111: Apply Personal Development Principles to Health Care

Unit Descriptor:

This unit of competency describes the skills and knowledge required for maintaining good physical and mental health, making decisions effectively, practicing effective interpersonal and communication skills and working in a team.

ELEMENTS

CANDIDATES MUST BE ABLE TO:

PERFORMANCE CRITERIA

1	Make decisions effectively	1.1	Use reasonable and prudent judgment when making decisions
		1.2	Apply effective problem solving techniques to decision making
		1.3	Discuss tasks delegated to non-health care professionals according to approved procedures
2	Practice effective interpersonal relations	2.1	Treat others with respect at all times and whilst carrying out duties
		2.2	Show empathy and compassion whilst providing patient care
		2.3	Support individuals and groups whilst manifesting and displaying coping mechanisms
		2.4	Act assertively and adjust behaviour in order to display confidence required for patient care
		2.5	Provide emotional support to patients, by-standers and relatives according to approved procedures
		2.6	Display diplomacy, tact and discretion when dealing with patients, by-standers and relatives
		2.7	Deal with situations of potential conflict using basic conflict resolution skills
3	Practice non-verbal, verbal and written communications skills	3.1	Apply non-verbal communication to have a positive impact on others according to approved procedures
		3.2	Communicate with colleagues, patients and others using

- active listening techniques
- 3.3 Establish trust and rapport with patients and colleagues according to approved procedures
 - 3.4 Identify threatening behaviour and diffuse hostility according to proper procedures
 - 3.5 Deliver an organized and accurate report according to approved procedures
 - 3.6 Deliver an organized and accurate patient history report to approved personnel and according to approved procedures
 - 3.7 Provide information to patient about situation and inform them of approved treatment
 - 3.8 Communicate effectively with patients, relatives and by-standers during stressful situations
 - 3.9 Communicate with patients, relatives and by-standers using medical and non-medical terminology
 - 3.10 Record information and prepare a written report according to approved procedures
- 4 Maintain good physical and mental health
 - 4.1 Select and perform activities and habits which maintain a balanced, healthy lifestyle
 - 4.2 Select and apply approved techniques for managing personal stress
 - 4.3 Select and use effective strategies to improve physical and mental health related to shift work
 - 4.4 Develop and maintain physical strength and fitness according to the requirements of professional practice using approved selected strategies
- 5 Function effectively in a team environment
 - 5.1 Cooperate with team members in the health care environment
 - 5.2 Collaborate with other emergency response agencies to provide mutual assistance and tiered-response
- 6 Function as a professional
 - 6.1 Maintain patient dignity according to cultural differences
 - 6.2 Maintain professionalism according to proper use of communication and language

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|---|---|-----|---|
| 7 | Commit to ongoing development of personal practices | 6.3 | Dress according to the requirements of the situation and work environment |
| | | 6.4 | Maintain professional interaction with patients, relatives and by-standers |
| | | 6.5 | Maintain patient confidentiality according to legislative and regulatory requirements |
| | | 6.6 | Utilize community support agencies and programs according to the need for additional Intervention |
| | | 6.7 | Maintain professional behaviour adhering to professional code of ethics and beliefs |
| | | 6.8 | Perform functions as a patient advocate in the health care environment |
| | | 7.1 | Perform self-evaluation to identify strengths and weaknesses |
| | | 7.2 | Suggest clinical strategies to overcome practice difficulties in terms of action, assistance and time frame |
| | | 7.3 | Identify activities to upgrade knowledge and skills according to work practice |
| | | 7.4 | Complete individual career development plan in accordance with personal development |

RANGE STATEMENT

Information includes:

- patient's information
- professional correspondence

Team members include:

- health care team
- health care professionals
- non-clinical stakeholders

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. What is the range of communication methods used in the workplace
2. How to communicate with both clients and colleagues in a range of workplace situations
3. How to use oral communication skills to fulfill job roles
4. How to use written communication skills to fulfill job roles
5. How to use interpersonal skills to fulfill job roles
6. Why it is necessary to participate in quality assurance and enhancement programs relevant to pre-hospital practice
7. Why it is necessary to participate in professional associations for pre-hospital providers
8. Why it is necessary to have a re-evaluation at end of year and re-certification based on standard operating procedures

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- perform in a work environment or simulated work setting
- work in a range of health situations
- prepare written reports
- perform all tasks according to established procedures
- report problems according to established procedures

(2) Method of Assessment

Assessors should gather a range of evidence, over a period of time, which is valid, sufficient and authentic. Evidence should be gathered through a variety of ways including direct observation and oral questioning. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, manufacturer's specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment

This unit may be assessed on the job or off the job. Where assessment is done off the job, an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by working individually.

**CSEECD0202A: Care for children**

Competency Descriptor:

This unit describes the skills required by anyone working with children to ensure that their physical and emotional well being is maintained and their self-sufficiency nurtured. Workers may be under direct supervision or working autonomously.

Competency Field:

Community Services – Early childhood development

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Provide physical care	1.1 Opportunities and type of rest are organised according to child's needs and context. 1.2 An environment conducive to rest is created. 1.3 Quiet area is provided for children to access as needed. 1.4 Hygiene practices are demonstrated to children and children are encouraged to follow them. 1.5 Assistance with children's hygiene is provided according to child's need. 1.6 Toileting accidents are dealt with in a manner that protects the child's self esteem and privacy. 1.7 Appropriate food and drink are provided to children in a hygienic manner and children are supervised in eating and drinking. 1.8 Children are dressed according to the need and prevailing weather conditions and their clothing preferences are acknowledged whenever possible.
2. Create opportunities for children to develop their understanding of physical needs	2.1 Nutritional needs are explained to children in a suitable language. 2.2 Hygiene practices are explained and demonstrated through positive staff practices and daily routines. 2.3 Safety issues are explained and procedures demonstrated. 2.4 The need for exercise is explained.



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|----|--|-----|--|
| 3. | Establish an environment that encourages children to complete tasks themselves | 3.1 | Required materials are made accessible for children. |
| | | 3.2 | Sufficient time is made available for the child to do the task in an unhurried way. |
| | | 3.3 | All attempts are encouraged and spoken about respectfully. |
| | | 3.4 | Sufficient time is made available for children to practice and develop their skills, when they so desire. |
| 4. | Respond to the emotional needs of children | 4.1 | Routines are developed which are appropriate to the child's developmental stage and to provide a stable and predictable environment. |
| | | 4.2 | Children's feelings are identified and responded to openly, appropriately and with respect. |
| | | 4.3 | Children's communications are encouraged, listened to and treated with respect. |
| | | 4.4 | Opportunities to express feelings and emotions are appropriately encouraged. |
| | | 4.5 | Emotional outbursts are dealt with in a calm and consistent manner whilst minimising disruption to other children. |
| | | 4.6 | Children are comforted when hurt or distressed. |
| | | 4.7 | Children are informed appropriately and are prepared for any change. |
| 5. | Settle new arrivals | 5.1 | Parents and children are observed for signs of stress/distress on arrival. |
| | | 5.2 | Interaction with the child begins while parents are still present to minimise abruptness of separation. |
| | | 5.3 | Parents are encouraged to take as much time as needed to have a relaxed, unhurried separation from their child. |
| | | 5.4 | Routines are established to minimise distress at separation of parent and child. |
| | | 5.5 | Child's distress at separation from parent is responded to in a calm reassuring manner. |



RANGE STATEMENT

This unit of competency should be demonstrated in accordance with the:

EC Commission's training requirement of the knowledge of caring for children.

Rest may include:

- Sleep
- Time sitting quietly

Rest provisions may vary according to:

- The venue at the time child needs rest
- The child's need for rest

Bedding preferences may vary due to:

- Cultural practices, e.g. hammock
- Child's preferences, e.g. soft toy

Personal hygiene may include:

- Hand washing
- Toileting
- Blowing nose
- Brushing teeth/rinsing mouth after meal

Different family and cultural practices which may be relevant to hygiene include:

- Age to commence toilet training
- Eating food with utensils or fingers
- Hair care practices

Preparation of food in hygienic manner will be according to:

- Appropriate regulatory requirements relating to food handling and hygiene.

Alternative methods of cooling food and drink may need to be developed in remote or isolated areas (e.g. hessian cooling bag)

Legislations, codes and national standards relevant to the workplace may include:

- Policies and Standards for Early Childhood Institutions
- Operators Manual
- National EC Curriculum
- The Child Protection Act
- The Early Childhood Commission Act, 2003
- The Child Care and Protection Act, 2004
- The Conventions on the Rights of the Child

- Other children's needs
- Space available

Adjusting the environment for children's rest may include adjustments to:

- Level of noise
- Light, temperature and ventilation

Hygiene practices taught may vary with child's age, and may include:

- Flushing toilet paper after use
- Discarding tissues in bin after use
- Washing hands before eating, after toileting
- Cleaning teeth or rinsing mouth after eating

For children with a physical or developmental disability:

- A hygiene plan is developed according to the needs of the child.



For clothing, weather conditions that may need to be considered are:

- Heat
- Cold
- Rain

Organizational procedures for food preparation may include:

- Use of gloves when handling some foods
- Procedures for supervision

Ways of fostering the development of self help skills will vary according to the age of the child:

For infants:

- Encourage responding to matching while dressing/undressing, e.g. arm to sleeve

Through care routines and daily experiences

For toddlers:

- Toileting
- Eating independently
- Care of own possessions
- Preparing drinks
- Sun safety practices
-

For 3 to 5 year olds:

- Nutrition
- Meal time
- Dressing and undressing
- Selecting clothes to wear
- Fastening shoes
- Washing hands

Appropriate washing and drying of utensils, crockery and cutlery may include:

- Hand washing in hot, soapy water
- Dishwashing

Relevant life skills related to their physical needs will vary with the child's age/stage of development:

For babies and infants:

- Exploring, eating and feeding skills

Ways of fostering the development of self help skills will vary according to the age of the child:

For infants:

- Encourage responding to matching while dressing/undressing, e.g. arm to sleeve

Through care routines and daily experiences

For toddlers:

- Provide sufficient time, e.g. undressing before rest
- Encourage efforts
- Children may choose from a range of clothes
- Give support when necessary
- Encourage all attempts at self help

- Who to turn to for assistance
- Bathing
- Doing up/undoing shoes
- Putting away bedding
- Making choices



For 6 to 8 year olds:

- Responsible for care of own possessions
- Knowing when to act and when to wait
- Decisions regarding use of pocket money on excursions, within parental guidelines and limits
- Who to turn to for assistance and advice
- Preparing snacks and drinks
- Care of own health and physical needs
- Basic cooking
- Relaxation
- Stress management
- Time management
- Prioritizing
- Nutritional needs

For 3 to 5 year old children:

- Provide opportunities for children to learn to fasten their shoes
- Store clothes so that they are accessible to children
- Personal belongings are stored accessibly

For 5 to 12 year old children:

- Explanation
 - Demonstration
 - Debate and discussion
 - Jointly participating in task
- Use of written instructions

Explanations of nutritional needs will vary according to the age of the child. For the older child explanations may include:

- Healthy eating patterns
- Body image
- Anorexia
- "Diets"
- Menstruation
- Sexual development

Understanding of physical needs may be promoted through:

- Discussions
- Demonstrations
- Pamphlets
- Guest speakers

A child may display their distress by:

- Withdrawal
- Aggressive behaviour
- Tears

Behaviour which is out of character for an individual child may be:

- Quiet behaviour in a boisterous child
- Noisy behaviour in quiet child

Routines to minimize distress at separation of parent and child may include:

- Opportunities for a relaxed and unhurried separation of parent and child
- Repeated prior visits to the service prior to parent's departure
- Routine of short separation times prior to lengthy separations
- Comfortable chairs where parents can relax with child prior to departure



Response to a distressed child may be by:

- Physical comfort
- Sitting and listening
- Talking through a problem
- Giving child their comforter, e.g. dummy, toy
- Distraction

Children's emotional needs may be due to:

- School problems
- Changes in family circumstances
- Accidents that may occur during care
- New to child care, separation from familiar people and places
- Family relationships
- Interactions with other children
- Major changes in child's life, e.g. migration, losses
- Death of a pet
- Loss of special toy
- Ill health
- Embarrassing events that occur during time in care or just prior

Children may be involved in decisions about:

- The layout of equipment
- Routines
- Choice of activities

Changes may include:

- Change of countries
- New children/workers starting in the service
- Children/workers leaving the service
- Visitors
- Students

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit.

The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

(1) Critical Aspects and Evidence

Evidence of the following should be demonstrated:

- Ability to provide quality physical care for children including ensuring adequate rest, food and drink and using and promoting hygienic practices
- Opportunities for rest are provided and are varied according to the age of the child, their cultural background, development and needs
- Ability to Implement and promote hygiene taking into account child's age, development, cultural background and needs
- Ability to provide all aspects of physical care to child/ren, including:
 - The provision of food and drink
 - Provides adequate food and drink which is varied according to age, culture, development and needs of the child
- Ability to provide a range of experiences and an environment which encourages independence

**Critical Aspects and Evidence (Cont'd)**

- Ability to provide a safe and secure environment which enables children to be themselves and to manage change
- Ability to respond to children's emotional needs that gives due regard to child's age, culture, development and need

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- individual differences of children in need for rest and sleep/rest patterns
- different practices and routines used by different families and their underlying cultural or personal rationale
- policies, regulations and guidelines about hygiene standards for food handling
- organizational standards, policies and procedures
- storage of food - temperatures
- child development
- importance of self esteem/competence and how to foster it
- effect of organizing the environment
- link between care environment and home
- importance of individuality
- expectations about a range of self help skills within cultural backgrounds of children
- organizational standards, policies and procedures
- impact of changes for children
- how emotional needs are expressed - directly and indirectly
- children's responses to grief, loss and separation
- organisational standards, policies and procedures

Skills

The ability to:

- food preparation including cooking
- time management
- interpersonal
- organizing environment/time management
- effective communication (staff, children, parents)
- evaluate and promote problem solving
- observation
- willingness to be reflective
- interpersonal
- time management
- empathy to child's feelings

**(4) Resource Implications**

Assessment requires access to a range of opportunities defined in the Range of Variables. This includes:

- A childcare workplace
- Access to children's services, resources and equipment
- Access to the local environment

(5) Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- Direct observation
- Oral questioning
- Written test
- Authenticated assessments and/or assignments from relevant training courses
- Supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

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

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSAHCA0023A: Observe, detect and respond to signs of abuse**

Competency Descriptor:

This unit deals with the skills and knowledge required to identify signs and symptoms of possible abuse as well as the care that an abused person should received.

Competency Field:

Allied Health – Health Care Assistance

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify signs and symptoms of possible abuse	1.1	Irregular bruises and other abrasions are identified, observed and accurately record.
		1.2	Indications of deviations from routine physical care are identified and noted or reported as appropriate.
		1.3	Significant negative changes in behaviour are promptly identified through observation of individuals' behaviour.
		1.4	Notes are taken of explanations of injuries, abrasions or changes in behaviour offered by individuals, relatives or other caregivers accurately recorded.
		1.5	All available information is considered in evaluating the significance of signs and symptoms of abuse.
		1.6	Behavioural changes in patient/client that may indicate a potential abuse are observed.
		1.7	Actions are taken in relation to signs and symptoms of abuse consistent with agency/ home procedures.
		1.8	Judging and blaming abused individuals are avoided.
2.	Care for abused or neglected individuals	2.1	Interaction with clients demonstrated responsiveness to needs and attempts at communication.
		2.2	Expectations of personal and social behaviour are realistic for the level of development of client while taking into account the possible effects of abusive experiences.
		2.3	Contributions are responded to in a manner likely to make client feel valued and to enhance self-esteem.
		2.4	Non-compliance with some requests is negotiated and reassurances given that threats or physical punishment are not resorted to.



- 2.5 Difficult behaviour is managed in ways that are likely to promote the development of more acceptable alternatives without further undermining self-esteem.
- 2.6 Violent or destructive outbursts are handled in a calm, rational manner and minimum physical restraint used is consistent with maintaining safety.
- 2.7 Advice is promptly sought from an appropriate person if behaviour continues or is beyond the worker's knowledge and experience to deal with.
- 2.8 Assistance is given where necessary to develop positive relationships.
- 2.9 Caregiver is cognizant of clients' rights.
- 2.10 All information obtained from the patient is kept confidentially and only reported to the right person

RANGE STATEMENT

The Range statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Types of abuse may include:

- Physical abuse
- Emotional abuse
- Neglect abuse
- Sexual abuse
- Verbal abuse
- Self-abuse
- Involuntary seclusion
- Social abuse
- Psychological abuse

Personal and social behaviour may include:

- Aggression
- Withdrawal
- Depression
- Self-mutilation
- Docile incontinent



Signs and/or symptoms of abuse may include:

- fingerprint bruising
- bilateral bruising
- scalds/dip marks with clear boundary
- reddening and soreness of the anus or genital area
- frozen watchfulness
- regression
- simulated sexual acts in play with other individuals or dolls etc.,
- repeated absenteeism
- a change in personality
- signs of neglect such as poor personal hygiene
- violence and aggression
- neglect and failure to thrive

Age band:

- infants,
- children,
- adolescents,
- adults,
- elderly

Routine physical care may include:

- bathing
- oral hygiene
- measuring vital signs

Level of development may include:

- Physical
- Mental

Situations in which abuse may take place may include:

- where the abused is closely involved with alleged abuser
- where the abused is left in the care of the abuser
- where the abused is threatened

EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide, which relates directly to the Performance Criteria and the Range Statements. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit.

(1) Critical Aspects of Evidence:

Evidence of the following needs to be demonstrated:

- accurately follow facility procedures for detecting and reporting signs and symptoms of abuse
- accurately follow facility procedures for reporting any caregivers' behavioural changes in relation to patients/clients
- respond to signs/symptoms of abuse
- provide appropriate treatment to and monitor patient's/client's condition
- accurately report and document signs and symptoms of abuse as well as refer client/patient for appropriate treatment.

**(2) Pre-requisite Relationship of Units**

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- physical injuries, bruises and abrasions in unusual sites or configurations compared with those likely to have been inflicted during play or other evidence of deliberate inflicted injury; inflammation, infection and bleeding of genital area and anus and other evidence of sexual activity; hair injury, toxic ingestion, burns/scalds, poor standards of hygiene, infection and infestation, weight loss or growth restriction and other physical signs of chronic neglect and failure to thrive
- self destructive behaviours, unprovoked aggression and anti-social behaviour, withdrawal and isolation, inappropriate sexual play, precocious sexual or sexualised behaviour, frozen watchfulness, eating disorders, sleep disturbance and nightmares, stress linked enuresis, regression, over-compliance and indiscriminate affection and other symptoms of behavioural disturbance (fear /phobias)
- depression, mood swings, apathy, low self esteem and other emotional indicators of possible abuse
- how to recognize, describe and record the appearance of bruises, abrasions and other injuries in different locations and on different skin types (including use of diagrams as an aid) and the importance of dating records
- a general awareness of the circumstances, lifestyles, relationships and particular pressures on families whose individuals are in the care of the worker
- ways of observing and monitoring individuals with signs and symptoms of possible abuse
- the person protection procedures of the home/ agency and how, when and to whom to report suspected abuse
- the normal rules and boundaries of information sharing and confidentiality within the home/agency and the circumstances under which these may be breached
- the importance of adhering to regulations laid down in the home with regard to person abuse
- the importance of informing supervisor of explanations given by parent/guardian/carer
- the importance of involving relatives from the early stages of enquiries
- the influence of cultural, racial and gender stereotyping on interpretation of signs and symptoms of possible abuse and how to counteract this
- ways in which development and behaviour may be affected by abuse
- sources of expert help and advice for individuals whose behaviour gives cause for concern and how and when to access them
- the importance of self esteem in cushioning the effects of abuse, indicators of low self esteem and how to promote self esteem and the development of a positive self image in individuals who may have been abused
- methods of handling and managing difficult behaviour including the basic principles of behaviour modification
- appropriate methods of communicating and negotiating with individuals
- ways of safely restraining individuals to prevent them from hurting themselves or others
- how to control oneself and remain calm under stress (self-control)



- the importance of the relationship with parents/ guardians/significant others for individuals regardless of whether the relationship has been abusive and how to help individuals and parents/guardians build more positive relationships
- types of abuse
- legal and ethical framework that relates to abuse
- agencies for referrals

Skill

The ability to:

- observe individuals during routine care giving functions and other activities
- observe individuals' behaviour to ensure that significant negative changes in behaviour are identified
- note observations of person's physical appearance (limb, skin abnormalities, bruises in various stages of healing)
- note unusual discharge/redness/soreness of anus or genital area
- note signs of bleeding in urine or from anus or genital area
- note whimpering/wincing and other manifestation of pain when held
- note withdrawal, depression and other signs of emotional disturbance
- note fear or agitation when in the presence of particular adult or caregiver
- report observations about any concerns, unexplained injuries and how these are dealt with
- record and maintain log books about behaviour pattern and any inconsistency which appears inappropriate
- note continuous /high rate of absenteeism
- observe and note abnormal simulation of sexual activities towards others
- discuss outstanding cause for concern with supervisor
- interact with a person who may have been abused or neglected
- negotiate with the abused for compliance with requests
- manage difficult behaviour in abused/neglected individuals
- handle violent or destructive outbursts
- seek advice regarding continuing concerns about a person's behaviour
- provide support and encouragement to parents/guardians
- assist the abused to develop positive relationships with parents/guardians and significant others
- build positive relationship with abused persons

(4) Resource Implications

Competency in this unit may be assessed through access to:

- Personal Protective Equipment (PPE)
- Patients/clients.
- Procedure and policy documents
- Report books
- Telephone
- Patient chart/document
- Private area

**(5) Method of Assessment**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

(6) Context of Assessment

Competency may be assessed in the workplace or simulated workplace setting. Assessment should be while tasks are undertaken either individually or as part of a team.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

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

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSAHCA0112A****Provide support to persons with disabilities**

Competency Descriptor:

This unit deals with the skills and knowledge required to provide support and assistance to maintain quality care for people with disabilities.

Competency Field:

Allied Health – Health Care Assistance

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Establish and maintain an appropriate relationship with people with disabilities	1.1 All dealings with people with disabilities are aimed at generating a trusting relationship, and include protecting confidentiality, privacy, individual choice and decision making. 1.2 Respect for individual differences is demonstrated in all dealings with people with disabilities. 1.3 Support for the interests, rights and decision making of people with disabilities is demonstrated in all dealings.
2. Provide appropriate support to people with disabilities	2.1 All support to people with disabilities is provided in accordance with their needs, rights and self determination. 2.2 Assistance is provided to people with disabilities according to organisational guidelines. 2.3 Support is provided to people with disabilities in meeting their cultural needs. 2.4 Assistance is sought when it is not possible to provide appropriate support to people with disabilities.
3. Assist in maintaining an environment that enables maximum independent living	3.1 All support provided to people with disabilities is planned to enable them to direct their own care where appropriate, and is within organisational procedures. 3.2 Assistance is provided in maintaining a safe and healthy environment, including minimising physical dangers and risks. 3.3 People with disabilities are provided with support in maintaining a clean and comfortable environment. 3.4 Situations of risk to health and safety are responded to in accordance with organisational procedures.



RANGE STATEMENTS

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Individual differences may be:

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

Support will be in the context of services offered including:

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

Assistance may include:

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

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to provide support for people with disabilities in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

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

(2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- relevant organisational policies and procedures and responsibilities within it
- relevant policies, protocols, and practices of the organisation in relation to own work activities
- different types of disabilities and their effect on client needs
- support requirements for people with disabilities
- different religious, cultural, spiritual, physical and ceremonial perspectives

Skill

The ability to apply:

- interpersonal skills appropriate to work with people with disabilities
- oral communication skills (language skills) necessary to develop a trusting relationship with people with disabilities

(4) Resource Implications

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

(5) Method of Assessment

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- supporting statement from supervisor or previous employer

It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed

(6) Context of Assessment

This unit is best assessed in the workplace or by simulation under the normal range of conditions.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 1	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.