



Technical and Vocational Education and Training (TVET) Council



## **Occupational Standards of Competence**

# **Wellness Promotion**

## **Level 2**

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## **ACKNOWLEDGEMENTS**

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# **Qualification Overview**

**NVQB**

**in**

**Wellness Promotion**

**Level 2**

## **NVQB in Wellness Promotion Level 2**

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### **Qualification Overview**

This qualification is designed to provide training, assessment and recognised certification for persons involved in health and wellness in all types of settings at a support level. It can be used by employers to support employees in strengthening their skills, acquiring an in-depth knowledge of the occupational area, and advancing their careers in the health and wellness and other relevant sectors.

Employees at this level must have an understanding of the required skills and knowledge to effectively support the delivery of approved fitness and wellness programmes. They must also be able to effectively work with allied health and other medical professionals to promote wellness and health behaviour change.

### **Who is this qualification for?**

This qualification is aimed at persons who work in a health, wellness or lifestyle-related field and who are seeking to develop their skills in this emerging and thriving area of health promotion and disease prevention.

### **Jobs in the occupational area**

Relevant occupations include:

- Fitness professionals: health and wellness coaches, personal trainers, gym assistants
- Allied health professionals: nurses, PE teachers, nutritionists, exercise physiologists
- Complementary therapists: massage therapists, holistic wellness practitioners
- Community and social workers
- Psychologists and counsellors
- HR professionals: corporate health officers, wellness ambassadors

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

**A010002 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE**

**WELLNESS PROMOTION - LEVEL 2**

To achieve a full award, candidates must complete **all** seventeen (17) mandatory units.

<b><u>MANDATORY UNITS (ALL MUST BE COMPLETED)</u></b>		<b><u>CODE</u></b>
<b>1.</b>	<b>Plan, prepare and work</b>	<b>U55802</b>
1.1	Plan to work	
1.2	Prepare to work	
1.3	Follow safe work practices	
<b>2.</b>	<b>Participate in workplace communication</b>	<b>U53802</b>
2.1	Gather and convey workplace information	
2.2	Participate in workplace meetings and discussions	
2.3	Complete work-related documents	
<b>3.</b>	<b>Work in a culturally diverse environment</b>	<b>U31401</b>
3.1	Communicate with individuals from diverse backgrounds	
3.2	Deal with cross-cultural misunderstandings	
<b>4.</b>	<b>Deliver reliable customer service</b>	<b>U12902</b>
4.1	Prepare to deal with your customers.	
4.2	Give consistent service to customers	
4.3	Check customer service delivery	
<b>5.</b>	<b>Carry out data entry and retrieval procedures</b>	<b>U66302</b>
5.1	Initiate computer system	
5.2	Enter data	
5.3	Retrieve data	
5.4	Amend data	
5.5	Use document layout and data format facilities	
5.6	Monitor the operation of equipment	
5.7	Access and transmit information via the internet	
5.8	Close down computer system	
5.9	Maintain computer equipment	
<b>6.</b>	<b>Contribute to the protection of the environment</b>	<b>U68402</b>
6.1	Work in an environmentally conscious way	
6.2	Contribute to continuous improvements in protecting the environment	

**MANDATORY UNITS (ALL MUST BE COMPLETED)****CODE**

- |            |   |                |
|------------|---|----------------|
| <b>7.</b>  | <b>Maintain safe and effective work practices</b>   | <b>U92502</b>  |
| 7.1        | Maintain the safety of self and others in the workplace   |                |
| 7.2        | Maintain working relationships with others  |                |
| 7.3        | Maintain and develop personal performance   |                |
| <b>8.</b>  | <b>Provide basic health information to clients</b>  | <b>UA37102</b> |
| 8.1        | Identify client needs for health information  |                |
| 8.2        | Provide basic health information to clients   |                |
| 8.3        | Contribute to the evaluation of the provision of health information                                 |                |
| <b>9.</b>  | <b>Provide basic information and strategies in sexual and reproductive health</b>                   | <b>UA37202</b> |
| 9.1        | Promote healthy sexual and reproductive practices   |                |
| 9.2        | Identify and refer sexual and reproductive health problems  |                |
| <b>10.</b> | <b>Support the delivery of approved fitness programmes to promote physical and mental wellbeing</b> | <b>UA37302</b> |
| 10.1       | Prepare for programme delivery  |                |
| 10.2       | Support the delivery of an approved fitness programme   |                |
| 10.3       | Observe clients' performance during the programme   |                |
| 10.4       | Safeguard clients during the programme  |                |
| 10.5       | Monitor and report on the effectiveness of the programme  |                |
| <b>11.</b> | <b>Support basic health screening and education promotion services</b>                              | <b>UA37402</b> |
| 11.1       | Participate in the identification of healthcare information needs                                   |                |
| 11.2       | Support the planning of a health education promotion programme                                      |                |
| 11.3       | Participate in the delivery of health education promotion services                                  |                |
| 11.4       | Participate in routine health screening services  |                |
| 11.5       | Participate in the evaluation of health education promotion services                                |                |
| <b>12.</b> | <b>Work collaboratively with allied health professionals</b>  | <b>UA37502</b> |
| 12.1       | Provide assistance with referral services   |                |
| 12.2       | Communicate with health professionals   |                |
| 12.3       | Work collaboratively with health professionals to organise the management of clients                |                |
| 12.4       | Provide assistance with the development and implementation of a contingency plan                    |                |
| 12.5       | Provide assistance with the evaluation of the management plan                                       |                |

**MANDATORY UNITS (ALL MUST BE COMPLETED)**

**CODE**

- 13. Provide advice to clients on the application of basic anatomy and physiology to fitness programmes** **UA37602**
- 13.1 Apply the principles of anatomy and physiology to movement and exercise
  - 13.2 Provide information on basic anatomy and physiology
- 14. Provide basic nutrition advice to clients** **UA37702**
- 14.1 Provide basic advice to clients about the fundamental principles of healthy eating and fitness
  - 14.2 Provide nutritional information to clients regarding body composition management
  - 14.3 Support fitness clients with body image issues
  - 14.4 Refer clients to allied health or medical professional for further information or consultation
- 15. Provide support to meet personal care needs** **UA37802**
- 15.1 Respond to client's personal support requirements
  - 15.2 Provide support within the context of maximum client participation
  - 15.3 Address personal support requirements
  - 15.4 Report changes in client health and/or personal support requirements
  - 15.5 Complete reporting documentation
- 16. Promote social interaction and creative expression** **UA37902**
- 16.1 Promote social interaction
  - 16.2 Facilitate creative expressions
- 17. Maintain personal health awareness and fulfil professional responsibility** **UA38002**
- 17.1 Establish and implement a personal health strategy
  - 17.2 Develop an appreciation of the human condition
  - 17.3 Develop a professional identity
  - 17.4 Interact with the health care profession



**U55802****Plan, prepare and work**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to plan, prepare and work safely in the work environment. Basic maintenance and housekeeping of the work area within the scope of the employee are also included.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                               |  |
|-------------------------------|--|
| 1. Plan to work               | <ul style="list-style-type: none"> <li>1.1 Plan work in accordance with relevant legislation, codes of practice and organisational procedures.</li> <li>1.2 Review plans with relevant personnel.</li> <li>1.3 Carry out pre-work checks and work area assessments before starting to work.</li> <li>1.4 Review safe work methods before undertaking work activity.</li> <li>1.5 Identify personal <b>protective equipment</b> correctly for the job.</li> </ul> |
| 2. Prepare to work            | <ul style="list-style-type: none"> <li>2.1 Identify <b>hazards</b> in the work area.</li> <li>2.2 Take appropriate actions to correct identified hazards within the scope of responsibility.</li> <li>2.3 Report hazards which cannot be corrected to the appropriate personnel.</li> <li>2.4 Test protective equipment before use.</li> </ul>   |
| 3. Follow safe work practices | <ul style="list-style-type: none"> <li>3.1 Follow work procedures and instructions for ensuring safety when conducting work carefully and precisely.</li> <li>3.2 <b>Observe duty of care</b> requirements at all times.</li> </ul>  |

- 3.3 Adhere to occupational safety and health plans as required.
- 3.4 Use protective equipment correctly, as required when working.
- 3.5 Adhere to **ergonomic principles** as stated.
- 3.6 Use tools, equipment and materials correctly at all times.
- 3.7 Follow organisational procedures for dealing with **emergencies** within own scope of responsibility at all times.
- 3.8 Report incidents, injuries and hazards which occur while working to designated personnel according to organisational procedures.
- 3.9 Confirm that work area is kept clean and orderly during the work process.

## RANGE STATEMENT

*All range statements must be assessed:*

### 1. Protective equipment:

- Clothing
- Footwear
- Face and eye protection
- Hand protection
- Head protection
- Hearing protection
- Respiratory protection
- Machine guards

### 2. Hazards:

- Biological
- Environmental
- Chemical
- Physical
- Psychological

### 3. Duty of care:

- Legal responsibility to do everything reasonably practicable to protect others from harm.
- Own responsibility to comply with safe work practices, including activities that require licences, tickets or certificates of competency.

### 4. Ergonomic principles:

- Manual handling
- Workstation design

### 5. Emergencies:

- Evacuations
- Explosions, fires, bomb threats
- Natural disasters
- Accidents and other serious injury events
- Security emergencies

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to interpret relevant legislation, codes and organizational procedures when planning for work.
2. How to communicate work plans with relevant personnel.
3. How to identify hazards when making pre-work checks and work area assessments and what steps to take to control those that are within own area of responsibility.
4. What personal protective equipment is needed for your job and how to use and test them correctly.
5. What are common workplace hazards and the safety measures to deal with these hazards.
6. What is the duty of care, within the scope of own responsibility.
7. What are the different ergonomic techniques and how they should be used.
8. What are the organisational and manufacturer's requirements for storing, maintaining and using tools and equipment.
9. What are the organisation's safety and emergency plans and procedures to be followed.
10. What is the importance of keeping own work area clean and how does this impact on the efficiency of own work.

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## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real work environment.

### (2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## U53802

## Participate in workplace communication

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Gather and convey workplace information           | 1.1 Access relevant and up-to-date information from <b>appropriate sources</b> .<br>1.2 Use effective <b>communication strategies</b> to gather and convey information.<br>1.3 Use appropriate <b>medium</b> to transfer information and ideas.<br>1.4 Identify and follow lines of communication with management and colleagues.<br>1.5 Define procedures for the location and <b>storage</b> of information.<br>1.6 Record information according to organizational procedures. |
| 2. Participate in workplace meetings and discussions | 2.1 Make useful contributions in meetings and discussions.<br>2.2 Express opinions clearly in a courteous and respectful manner.<br>2.3 Confirm that discussions are appropriate to the purpose and proposed outcome of the meeting.<br>2.4 Interpret and implement meeting outcomes.  |
| 3. Complete work-related documents                   | 3.1 Select correct documentation and complete accurately and legibly according to organisational requirements.<br>3.2 Identify and correct errors on forms and documents.  |

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Appropriate sources:**

- Team members
- Suppliers
- Trade personnel
- Public sector (government)
- Industry

**2. Communication strategies:**

- Questioning
- Listening
- Speaking
- Writing
- Non-verbal communication

**3. Medium:**

- Memorandum
- Circular
- Notice
- Information discussion
- Follow-up or verbal instruction
- Face to face communication

**4. Storage:**

- Manual filing system
- Electronic filing system

**5. Protocols:**

- Organisational policies and procedures
- Legislation

**6. Workplace interactions:**

- Face to face
- Telephone
- ICT
- Written (electronic, memos, instructions, forms)
- Non-verbal (gestures, signals, signs, diagrams)

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the organisational policies and procedures that relate to the communication of information.
2. How to locate, interpret and provide information in response to organizational requirements or customer requests.
3. What are appropriate sources of information.
4. What is effective communication.
5. What are the different modes of communication and how to use them.
6. What are the different communication strategies and how to use them.
7. How to communicate effectively with management, colleagues and clients to provide information and feedback.
8. How to participate in workplace meetings and discussions.
9. How to identify the purpose and proposed outcomes of a meeting and make positive contributions to achieve them.
10. How to express opinions in a clear and courteous manner.
11. How to use basic ICT resources (fax, telephone, computer).
12. What is the range of work related documentation and how this should be completed.



**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

**(2) Methods of Assessment**

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both on. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## U31401

## Work in a culturally diverse environment

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to work successfully in an environment with people from diverse social and cultural backgrounds.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |   |     |   |
|----|---|-----|---|
| 1. | Communicate with individuals from diverse backgrounds | 1.1 | Treat individuals and groups from different <b>backgrounds, cultures</b> and languages with respect and sensitivity.                        |
|    |   | 1.2 | Communicate and cooperate effectively with individuals from different backgrounds in workplace activities.                                  |
|    |   | 1.3 | Establish communication using gestures, simple words and other appropriate methods where language barriers exist.                           |
|    |   | 1.4 | Respond to workplace situations in a manner that takes into account different traditions and ways of communicating.                         |
|    |   | 1.5 | Identify the ability of team members to speak a language other than English and/or their experience of living in other regions or cultures. |
| 2. | Deal with cross-cultural misunderstandings            | 2.1 | Identify issues which may cause conflict or misunderstanding in the workplace.  |
|    |   | 2.2 | Address difficulties with the appropriate persons and seek assistance from team leaders or others where required.                           |
|    |   | 2.3 | Identify and acknowledge possible <b>cultural differences</b> when difficulties or misunderstandings occur.                                 |
|    |   | 2.4 | Resolve misunderstandings in a manner that takes into account cultural considerations.  |
|    |   | 2.5 | Refer issues and problems to the appropriate team leader/supervisor for follow-up.  |

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Backgrounds and culture:**

- Race/ethnic origin
- Language
- Special needs
- Family structure
- Gender
- Age
- Sexual preference

**2. Cultural differences:**

- Appropriate ways of greeting and parting
- Levels of formality
- Work ethics
- Family obligations
- Customs
- Social values
- Dress and grooming
- Non-verbal behaviour, understanding and interpretations
- Observance of special religious, feast or other celebratory days
- Product preferences

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the principles that underpin cultural awareness and relevance to individual behaviour in the workplace.
2. What are the general characteristics of the different cultural groups encountered.
3. What are the organisational cultural protocols.
4. What are the principles and techniques for resolution of cross-cultural communication difficulties.
5. What are the relevant anti-discrimination legislations.
6. What are the non-verbal communication techniques appropriate for cross-cultural communication.
7. What are the organisational escalation procedures.
8. What are the basic conflict resolution techniques.
9. What are the main kinds of potential conflicts that can result from cultural differences.
10. How to deal with people from a range of cultural backgrounds.
11. How to identify cultural differences.
12. How to resolve conflicts.
13. How to communicate effectively with others from different cultures.
14. How to display sensitivity.
15. How to work with others.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

**(2) Methods of Assessment**

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**U12902****Deliver reliable customer service**

## Unit Descriptor:

This unit is all about how you deliver consistent reliable service to customers as part of your job. As well as being good with people, you need to work with your organisation's service systems to meet and wherever possible, exceed customer expectations. In your job there will be many examples of how you combine your approach and behaviour with your organization's systems to ensure that you:

- are prepared for each transaction
- deal with different types of customers under different circumstances
- check that what you have done has been effective.

When you have completed this unit you will have shown that you can deliver excellent customer service over and over again.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |   |
|---|---|
| 1. Prepare to deal with your customers. | <p>1.1 Keep your knowledge of products or services offered by your organisation up-to-date using information from your colleagues and organisational literature.</p> <p>1.2 Ensure that any equipment you use is in good and safe working order.</p> <p>1.3 Ensure that the area you work in is tidy and the space is used efficiently.</p> <p>1.4 <b>Prepare and arrange</b> everything you need to deal with your <b>customers</b> before your shift or period of work commences.</p> |
| 2. Give consistent service to customers | <p>2.1 Make realistic commitments to your <b>customers</b> regarding products or <b>services</b> during service delivery.</p> <p>2.2 Make extra efforts to keep your commitments to your <b>customers</b>.</p>  |

- 2.3 Inform your **customers** when you cannot keep your commitments due to unforeseen developments.
  - 2.4 Recognise when your **customer's** needs or expectations have changed and adjust your service to meet their new requirements.
  - 2.5 Pass your **customers** on to the relevant person or organisation if you are unable to deal with their needs and expectations and keep your **customers** advised about what is happening.
- 3. Check customer service delivery
  - 3.1 Check that the **service** you have given meets your **customers'** needs and expectations.
  - 3.2 Identify where you could have given a better **service** to your **customers** and how your service could have been improved.
  - 3.3 Share relevant information with others to maintain your organisation's standards for **service** delivery.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Prepare and arrange:**

- Tools and equipment
- Consumables (wrapping papers, bags etc.)
- Documentation

**2. Customers:**

- With clearly stated needs
- Who are not clear about their needs and expectations
- Who are unhappy with the level of service being provided

**3. Service:**

- During busy periods
- During quiet periods
- At times when people, systems or services have let you down
- When working with colleagues

**4. Identify:**

- By inviting feedback from colleagues and managers on your performance
- By asking customers for feedback directly
- By examining written customer feedback



**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are your customer's rights.
2. What are the specific aspects of:
  - a. Health and safety
  - b. data protection
  - c. equal opportunity
  - d. disability discrimination, legislation and regulations that affect the way the products and services you deal with can be delivered to your customers
3. What are the industry, organisational and professional codes of practice and ethical standards that affect the way the products or services you deal with can be delivered to your customers
4. What are the contractual agreements, if any; customers have with your organisation.
5. What are the products or services of your organisation relevant to your customer service role.
6. What are the guidelines laid down by your organisation that limits what you can do within your job.
7. What are the limits of your own authority and when do you need to seek agreement with or permission from others.
8. What are the organisational targets relevant to your job, your role in meeting them and the implications for your organisation if those targets are not met.
9. What are the organisational procedures and systems for delivering customer service.
10. What are the methods that your organisation uses or might use to measure its effectiveness in delivering customer service.
11. What are the systems in place for checking service delivery.
12. How would you communicate in a clear, polite confident way and why this is important.
13. How to deal with persons with diverse backgrounds and abilities (e.g. age, cultural, social and religious backgrounds).

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

You must prove that you: a

- a) consistently follow the steps of preparing, delivering and checking customer service
- b) have worked with different customers who have different needs and expectations

As well as providing routine delivery of customer service, you need to include evidence which relates to:

- a) busy periods
- b) quiet periods
- c) times when people, systems or resources have let you down
- d) working with colleagues

**(2) Methods of Assessment**

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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, product and manufacturing specifications, codes, standards, manuals and reference materials.

**Simulation is not allowed.**

## U66302

## Carry out data entry and retrieval procedures

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to operate a computer, to enter, manipulate and retrieve data and to access information and communicate via the internet.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |                          |   |
|---|--------------------------|---|
| 1 | Initiate computer system | 1.1 Check <b>equipment</b> and <b>work environment</b> for readiness to perform scheduled tasks.  |
|   |                          | 1.2 Identify hardware components of the computer and their functions correctly.   |
|   |                          | 1.3 Power up equipment correctly and correctly apply access codes.  |
|   |                          | 1.4 Select or load <b>appropriate software</b> from the menu.   |
| 2 | Enter data               | 2.1 Identify and correctly collect types of <b>data</b> for entry.  |
|   |                          | 2.2 Select and use appropriate <b>input devices</b> for the intended operations.  |
|   |                          | 2.3 Confirm that the manipulative procedures of <b>input devices</b> conform to established practices.  |
|   |                          | 2.4 Operate keyboard/mouse within the designated speed and accuracy requirements.   |
|   |                          | 2.5 <b>Locate</b> computer files correctly or <b>create, name</b> and <b>save</b> new files.  |
|   |                          | 2.6 Enter data accurately in the appropriate files using specified procedure and format and validate in accordance with specified procedures. |
|   |                          | 2.7 Correct or report anomalous results in accordance with specified procedures   |

- 2.8 Back-up in accordance with approved procedures.
- 3 Retrieve data
  - 3.1 Establish identity and source of information.
  - 3.2 Obtain authority to access data where required.
  - 3.3 Locate and access files and data correctly.
  - 3.4 Maintain integrity and confidentiality of data.
  - 3.5 Retrieve relevant reports or information using approved procedure.
  - 3.6 Confirm that formats to retrieve report or information conform to requirements.
  - 3.7 Print copy of data where required.
- 4 Amend data
  - 4.1 Establish source of data/information for amendment.
  - 4.2 Locate data to be amended correctly within the file.
  - 4.3 Enter, change or delete correct data/information using appropriate input device and approved procedures.
- 5 Use document layout and data format facilities
  - 5.1 Verify requirements for document where necessary.
  - 5.2 Apply given format and layout appropriately.
  - 5.3 Identify, access and use facilities correctly to achieve the desired format and layout.
  - 5.4 Use data manipulating facilities correctly.
  - 5.5 Confirm that format reflects accuracy and completeness.
- 6 Monitor the operation of equipment
  - 6.1 Monitor system to ensure the correct operation of tasks.
  - 6.2 Deal with routine system messages promptly and correctly.

- |   |  |   |
|---|--|---|
|   | 6.3  | Refer non-routine messages promptly to the appropriate person in accordance with operating requirements.                  |
|   | 6.4  | Deal with error conditions promptly within level of authority and report uncorrected errors.                              |
|   | 6.5  | Monitor output devices and materials for quality.   |
| 7 | Access and transmit information via the internet | 7.1 Gain access to the Internet in accordance with the provider's operating procedures.                                   |
|   | 7.2  | Demonstrate efficiently the ability to negotiate web sites to locate and access specified information and other services. |
|   | 7.3  | Send and retrieve e-mails competently.  |
| 8 | Close down computer system                       | 8.1 Follow the correct shut down sequence and promptly report any problems with shutting down computer.                   |
|   | 8.2  | Observe safety and protective procedures.   |
|   | 8.3  | Preserve the system integrity and security.   |
| 9 | Maintain computer equipment                      | 9.1 Confirm that cleaning materials and/or solutions used meet specified recommendations.                                 |
|   | 9.2  | Clean equipment as directed.  |
|   | 9.3  | Report identified wear and faults promptly to the appropriate personnel.  |

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Equipment:**

- Install supplied computer
- Install supplied peripherals

**2. Work environment:**

- Equipment
- Furniture
- Cabling
- Power supply

**3. Appropriate Software:**

- Word processing
- Spread sheet
- Internet access

**4. Input Devices:**

- Keyboard
- Mouse
- Scanner
- Microphone
- Camera

**5. Data:**

- Textual
- Numerical
- Graphical

**6. File Operations:**

- Naming
- Updating
- Archiving
- Traversing field and records in database
- Use of search
- Sort
- Print

**7. Files Saved on:**

- Network
- Magnetic media
- Personal computer

**8. Maintenance:**

- Cleaning: enclosures, screen, input devices, output devices
- Checking cables, etc.

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to work safely with and around computers.
2. How to identify computer hardware.
3. What are computer hardware and software systems.
4. What are the procedures for initiating and closing down a computer.
5. What are the operations of the data entry management system.
6. What are the organisation's standards applicable to accessing files.
7. What are file operations and their applications.
8. How to create, locate and save files.
9. How to manipulate data input devices.
10. How to use input devices.
11. How to use data checking devices.
12. How to format software.
13. How to use software for graphic productions and manipulation.
14. How to access data.
15. How to key-in and format reports and letters.
16. How to retrieve data.
17. How to amend data.
18. How to print data.
19. How to save data.
20. How to search and receive data from the internet.
21. How to send and receive e-mail.



**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

**(2) Methods of Assessment**

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**U68402****Contribute to the protection of the environment**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to conduct work activities in a manner that protects the environment. Candidates should take steps to minimize any negative impact on the environment by completing tasks and activities in a way which causes as little damage or disturbance as possible to the environment while following organizational procedures.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Work in an environmentally conscious way                            | 1.1 Perform duties in accordance with <b>relevant policies and legislation</b> .  |
|  | 1.2 Execute duties in a <b>manner which minimises environmental damage</b> .  |
|  | 1.3 Operate and handle <b>equipment and materials</b> in a <b>manner that minimises environmental damage</b> .  |
| 2. Contribute to continuous improvements in protecting the environment | 2.1 Identify instances of likely or actual environmental damage and take appropriate action.  |
|  | 2.2 Identify improvements to procedures and practices in terms of good environmental practice and report to relevant persons.                                 |
|  | 2.3 Dispose of <b>hazardous and non-hazardous waste</b> safely according to approved legislative procedures and practices.                                    |
|  | 2.4 Contribute to sustainable development particularly in the conservation of energy, water, use of resources and equipment to minimize environmental damage. |

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Relevant policies and legislation:**

- Organisational policies
- Health and safety at work
- Environmental legislation
- Solid waste management policies
- Recyclable policies

**2. Manner which minimises environmental damage:**

- Using recycled/reused items and materials where appropriate
- Disposing of polluting substances safely
- Reducing the volume of waste
- Using biodegradable and eco-friendly chemicals
- Planning tasks to reduce the use of fuel and electricity

**3. Equipment and materials**

- Hand tools
- Power tools
- Personal protective equipment
- Cleaning chemicals
- Soaps and sanitisers
- Paper towels
- Garbage disposal bags
- Cloths and towels
- Containers
- Access equipment

**4. Hazardous waste:**

- Oils
- Chemicals and solutions
- Harmful materials (asbestos, fibreglass)
- Electronic equipment
- Organic hazards (pest excrement, pest carcasses)

**5. Non-hazardous waste:**

- Food
- Plant matter
- paper

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the relevant policies and legislation governing environmental protection.
2. How to recognise any likely or actual environmental damage.
3. What are the appropriate actions to take in the discovery of likely or actual environmental damage.
4. What are the ways in which tools and materials should be used in order to minimise environmental damage.
5. What are the different types of pollution.
6. What are the consequences of pollution.
7. How to recognise wastage of energy, water, equipment and materials.
8. What are the methods of working that will minimise pollution and wastage of resources.
9. What are the types of damage which may occur, the impact these can have on the environment and corrective actions to be taken.
10. What are the methods of waste disposal which will minimise the risk to the environment.
11. What are the organisational requirements to prevent wastage.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on no less than three (3) occasions**. This evidence must come from a real working environment.

### (2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

### (3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**U92502****Maintain safe and effective work practices**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to function within health and safety standards. Candidates are required to demonstrate that they are able to work effectively and efficiently with colleagues, supervisors and customers. It also highlights the need for individuals to take responsibility for self-development in the workplace.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |  |
|---|--|
| <p>1. Maintain the safety of self and others in the workplace</p> | <p>1.1 Work according to training and instructions received to avoid risk to self and others.</p> <p>1.2 Wear the appropriate <b>personal protective equipment</b> according to organisational procedures.</p> <p>1.3 Use approved methods and handling <b>equipment</b> when moving and lifting items.</p> <p>1.4 Use appropriate <b>equipment</b> and materials safely and correctly according to organisational requirements and manufacturer's instructions.</p> <p>1.5 Return <b>equipment</b> and materials to designated storage when not in use.</p> <p>1.6 Keep the immediate work area tidy and free from hazards.</p> <p>1.7 Dispose of <b>waste</b> safely and correctly in a designated area, in accordance with organisational procedures, and environmental and industry regulations.</p> <p>1.8 Perform work in a manner which minimises environmental damage and contributes to the improvement of environmental work practices.</p> <p>1.9 Report accidents, incidents or problems to appropriate persons promptly and take immediate action to reduce further danger.</p> |
|---|--|

- 1.10 Carry out work in an organised and efficient manner in accordance with specified procedures.
- 2. Maintain working relationships with others
  - 2.1 Maintain appropriate and effective working relationships with **others**.
  - 2.2 Carry out activities requiring cooperation with **others** in accordance with required procedures.
  - 2.3 Handle disagreements effectively and in accordance with organisational procedures.
  - 2.4 Communicate clearly and in a manner which promotes effective working relationships.
- 3. Maintain and develop personal performance
  - 3.1 Take responsibility for tasks and activities in accordance with organisational requirements, either alone as part of a team.
  - 3.2 Seek advice from the appropriate person if clarification is required concerning specific tasks.
  - 3.3 Review **personal performance** and **development** with the appropriate person at suitable times.

**RANGE STATEMENT**

*All range statement items must be assessed:*

**1. Personal protective equipment:**

- Ear protection
- Gloves
- Footwear
- Overalls/coveralls
- Helmets/hats
- Eye protection

**2. Equipment:**

- Manual
- Electronic

**3. Waste:**

- Solid
- Liquids
- Hazardous/toxic

**4. Others:**

- Colleagues
- Supervisors
- Customers

**5. Personal performance and development:**

- Productivity
- Quality of work



**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to carry out work activities avoiding risk to self and others.
2. What are the basic requirements of health and safety, other legislation and regulations that apply to the workplace.
3. What are the organisational requirements for the use of personal protective equipment.
4. How to select and use the correct personal protective equipment.
5. What is the relevant, up-to-date information on health, safety and security and how it applies in the workplace.
6. Why it is important to be alert to health, safety and security hazards.
7. What are the common health, safety and security hazards that affect persons working in this role and how these should be identified.
8. Why it is important to warn others about hazards and how to do so until the hazard is dealt with.
8. Why it is important to use safe lifting techniques.
9. What are the correct and safe ways to use equipment and materials required for the work.
10. What are safe methods and areas for the storage of equipment and materials.
11. What are the organisational and legislative requirements for disposing of waste safely.
12. What health and safety records may need to be kept and how to do so.
13. How the conditions under which you work can affect the efficiency and effectiveness of yourself and those around you.
14. What methods should be used to promote good environmental practice to minimise environmental damage while working.
15. What procedures should be used for different types of emergencies in the industry.
16. Why is important to develop and maintain effective working relationships and how to do so.
17. What procedures should be used in dealing with workplace disagreements.
18. Why it is important to communicate effectively and what are the available methods to do so.
19. How to maintain security in the work area.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge on **more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Written evidence (work records, reports)
- Professional discussion

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation may be used to cover **PCs 1.9 and 2.3**.

**UA37102****Provide basic health information to clients**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to deliver a limited range of health care information to clients to support implementation of the client's health care plan.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |  |     |  |
|----|--|-----|--|
| 1. | Identify client needs for health information | 1.1 | Use effective communication skills appropriate to <b>clients</b> to learn more about their specific health information with regards to any issues, needs, and basic characteristics. |
|    |  | 1.2 | Identify <b>cultural practices and beliefs</b> when clarifying client information and needs, according to organisational policy and procedures.                                      |
|    |  | 1.3 | Record information obtained from the client, accurately as required by organisational procedures.  |
|    |  | 1.4 | Identify suitable information from health service providers to share with the client according to requirements.  |
|    |  | 1.5 | Communicate findings about client information needs to relevant persons in a sensitive and confidential manner according to organisational procedures.                               |
| 2. | Provide basic health information to clients  | 2.1 | Use effective communication skills to present relevant health information to the client in line with personal, community, organisation and legislative requirements.                 |
|    |  | 2.2 | Provide <b>basic health information</b> to support a healthy lifestyle approach in line with client and organisational requirements.   |
|    |  | 2.3 | Provide <b>basic health information</b> to support a self-care approach according to industry practice.  |

3. Contribute to the evaluation of the provision of health information
  - 3.1 Conduct an assessment with the **client** to determine how well **health information** has been understood according to organisational procedures.
  - 3.2 Provide feedback to relevant persons, in line with organisational policy and procedures.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Clients:**

- Persons receiving health care
- Persons who request assistance from the health worker
- Family members and/or caregivers acting on behalf of clients
- Nominated members of the community

**2. Cultural practices and beliefs:**

- Religious beliefs
- Medical treatment practices/health customs
- Dietary preferences and culinary practices/dietary customs
- Childcare practices (bed-sharing, co-sleeping)
- Power relationships (age, gender, race, socioeconomic status)
- Interpersonal customs

**3. Health information:**

- Personal health including self-care
- Environmental health (living and working environments)
- Mental health
- Family health (family history)

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the main types of health information, issues and needs.
2. What are the common cultural practices and beliefs with regards to health care.
3. How to address cultural practices and beliefs when responding to client needs.
4. How to communicate findings to supervisory personnel.
5. How to deliver an accurate explanation of basic health information to clients.
6. What are the common self-care techniques in relation to basic health care.
7. How to communicate sensitive information clearly and confidently with clients in the appropriate tone of voice.
8. Why it is important for individuals to take responsibility for their own health.
9. Why it is important that the client understands the health information provided.
10. Why it is important to reflect and improve on one's own awareness of basic health information and application of skills and knowledge to achieve desirable outcomes.
11. What types of interactive sessions would be appropriate for delivering various types of information.
12. What are the types of delivery methods and how to use them.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** the elements, meeting all of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

**(2) Methods of Assessment**

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. 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.

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, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## UA37202

## Provide basic information and strategies in sexual and reproductive health

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to conduct basic health promotion related to sexual and reproductive health for clients as part of primary health care services.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |  |
|---|--|
| 1. Promote healthy sexual and reproductive practices          | <ul style="list-style-type: none"> <li>1.1 Assess client <b>needs</b>, to determine priorities and potential areas to be addressed, according to organisational procedures.</li> <li>1.2 Provide basic information on <b>sexual and reproductive health</b> to address identified client needs, taking into consideration the cultural context.</li> <li>1.3 Demonstrate an understanding of the use and <b>methods of contraception</b> according to manufacturer's specifications.</li> <li>1.4 Communicate in a manner which is sensitive and takes into account the nature of the information being shared.</li> <li>1.5 Present a professional appearance and be prepared to carry out the promotion according to organisational requirements.</li> </ul> |
| 2. Identify and refer sexual and reproductive health problems | <ul style="list-style-type: none"> <li>2.1 Identify <b>risk factors</b> and indicators of sexually transmitted diseases according to medical guidelines.</li> <li>2.2 Present basic information on <b>sexual and reproductive health</b> issues according to organisational policy and procedures.</li> <li>2.3 Provide accurate information on the procedures for testing for <b>sexual and reproductive health</b> issues in accordance with industry best practices.</li> </ul>   |



- 2.4 Provide basic information about the **resources** available to address **sexual and reproductive health issues** according to industry best practices.
- 2.5 Make appropriate referrals to address suspected and identified **sexual and reproductive health issues** according to industry best practices.
- 2.6 Take appropriate actions to maintain confidentiality in accordance with organisational policies and procedures.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Needs:**

- Physical
- Spiritual
- Emotional
- Social (cultural)
- Mental

**2. Sexual and reproductive health issues:**

- Sexual health (anatomy and physiology)
- Relationships (sexual behaviours, sexual coercion)
- Sexual identities (gender)
- Contraception
- Abuse and assault (domestic/work, rape, sexual assault, child sexual abuse)
- Power and discrimination
- Sexual health check-ups (sexually transmitted infections, impotence and erectile dysfunction)

**3. Methods of contraception:**

- Long-acting reversible contraception (LARC, IUDs and implants)
- Barrier methods – Condoms, diaphragms/caps, spermicides
- Hormonal/natural methods
- Emergency contraception
- Sterilisation – implant, ligation, vasectomy

**4. Risk factors:**

- Number of sexual partners
- Unsafe sexual practices
- Alcohol or substance misuse
- Local disease prevalence
- Health of client (past history of sexually transmitted infections, other health complications)

**5. Resources:**

- Electronic
- Physical

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the different influences on the development of human sexuality.
2. What sexual behaviours, attitudes and practices may interfere with the sexual health and emotional well-being of an individual.
3. What are the different types of sexually transmitted infections.
4. What are the risk factors for contracting sexually transmitted infections.
5. How to explain the procedures for testing for sexually transmitted infections.
6. How to take detailed notes on an individual's sexual history.
7. What are and how to explain concepts related to sexuality.
8. How to explain and demonstrate the purpose and methods of contraception.
9. Why it is important to explore, reflect on and clarify personal experience and values in relation to sexuality.
10. How to make referrals at an appropriate time and to the correct person in relation to specific sexual and reproductive health issues.
11. What is sexual assault and abuse and how does it affect adults and children.
12. How to identify symptoms of sexual assault and abuse in adults and children.
13. How to communicate information on sexual health issues in a sensitive manner individually and in groups.
14. What is unplanned pregnancy and how can this occur.
15. What are other health complications that would impact sexual and reproductive health.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real work environment.

**(2) Methods of Assessment**

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

Evidence may be collected in a variety of ways including:

- Observation
- Oral questioning
- Witness testimony
- Personal statement
- Written evidence (case studies, projects or assignments)
- Professional discussion

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. 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.

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, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA37302 Support the delivery of an approved fitness programme to promote physical and mental wellbeing**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to support the delivery of an approved fitness programme designed to promote physical and mental wellbeing. It focuses on delivery of a programme that minimises risks and can be delivered to a range of clients.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
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*To be competent you must achieve the following:*

1. Prepare for programme delivery	1.1 Support the undertaking of needs and readiness assessments according to organisational procedures.
	1.2 Develop a checklist for the delivery of a fitness programme in accordance with codes of practice and organisational procedures.
	1.3 Confirm that <b>access</b> to the facility is relevant to the <b>clients'</b> needs in accordance with relevant legislation and organisational procedures.
	1.4 Adhere to regulations and safety requirements according to the relevant legislation.
2. Support the delivery of an approved fitness programme	2.1 Advise <b>clients</b> about the benefits of the programme according to organisational requirements.
	2.2 Screen clients for readiness in accordance with programme guidelines.
	2.3 Use <b>communication skills</b> to interact with <b>clients</b> effectively.
	2.4 Show clients how to effectively use <b>equipment</b> and their bodies in accordance with manufacturer's and programme guidelines.

- |    |  |     |   |
|----|--|-----|---|
| 3. | Observe clients' performance during the programme        | 3.1 | Monitor <b>movement regime principles</b> continuously throughout the programme in accordance with programme guidelines.                              |
|    |  | 3.2 | Deliver positive and effective feedback to <b>clients</b> regarding the use of correct <b>instructional techniques</b> and safety.                    |
|    |  | 3.3 | Modify activities as required to ensure that clients maintain safe mechanics and desired goals within the specifications of the programme guidelines. |
| 4. | Safeguard clients during the programme                   | 4.1 | Instruct <b>clients</b> on safe movement methods in accordance with codes of practice and organisational procedures.                                  |
|    |  | 4.2 | Correct unsafe movement techniques displayed by <b>clients</b> in accordance with codes of practice, industry and organisational procedures.          |
|    |  | 4.3 | Follow organisational procedures for dealing with <b>emergencies</b> within the scope of your responsibility at all times.                            |
| 5. | Monitor and report on the effectiveness of the programme | 5.1 | Obtain immediate feedback from <b>clients</b> on the effectiveness of the programme.  |
|    |  | 5.2 | Modify <b>instructional techniques</b> in response to monitoring in accordance with codes of practice and organisational procedures.                  |
|    |  | 5.3 | Maintain records and make reports to <b>clients</b> in accordance with programme guidelines.  |

## **RANGE STATEMENT**

*All range statements must be assessed:*

**1. Access:**

- Motor/mobility
- Visual
- Auditory

**2. Clients:**

- Individuals
- Groups (by specialisation, age, skill)
- Gender

**3. Communication skills:**

- Verbal
- Non-verbal

**4. Equipment:**

- Non-specialised
- Specialised
- Protective (face, eye, hand, head)

**5. Movement regime principles:**

- Frequency
- Duration
- Intensity
- Mechanics

**6. Instructional techniques:**

- Teaching position
- Environment (sound system, lighting, ventilation)
- Class formation and group management
- Mirror imaging

**7. Emergencies:**

- Accidents and injuries (minor and serious)
- Evacuations
- Explosions, fires, bomb threats
- Security issues

## **UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1.        What are needs and readiness assessments and why they are important and how to conduct them.
2.        How to develop different types of checklists for music and sound system preparations, rehearsal of exercise routines, facility preparation, fitness equipment setup and roster of instructors.
3.        What items would be listed in this type of checklist.
4.        Why is it important to consider accessibility and how it impacts the delivery of the fitness programme.
5.        What are common health and safety requirements.
6.        How to follow and carry out duties in accordance with organisational health and safety requirements.
7.        What are the benefits of a well-designed fitness programme.
8.        What is screening within the scope of your responsibility.
9.        What are the different types of communication skills and how to use them correctly.
10.      What equipment is used in a fitness programme and how to use and test them correctly.
11.      What are the different movement regime principles and how they should be used.
12.      What are the different instructional techniques and how to deliver them.
13.      Why is it important to obtain feedback from clients, how to do so and how to use it.
14.      Why is it important to modify instructional techniques and when and how to do so.
15.      Why is it important to maintain clients' records and how to use this information effectively.
16.      What are safe movement methods and how to use them.
17.      What are unsafe movement methods.
18.      What are the emergency plans and procedures to be followed.



## **EVIDENCE GUIDE**

*For assessment purposes:*

### **(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** the elements, meeting all of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

### **(2) Methods of Assessment**

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### **(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. 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.

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, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA37402****Support basic health screening and promotion education services**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to work with clients to determine healthcare information needs and to support the implementation and evaluation of routine health screening and education promotion programmes.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |   |     |   |
|----|---|-----|---|
| 1. | Participate in the identification of healthcare information needs | 1.1 | Communicate in an appropriate manner when interacting with <b>clients</b> according to organisational guidelines.                                     |
|    |   | 1.2 | Identify current healthcare needs and priorities according to industry standards.   |
|    |   | 1.3 | Identify <b>healthcare information</b> required to address identified needs.  |
|    |   | 1.4 | Assess and audit the effectiveness of existing <b>health education promotion programmes</b> in consultation with <b>clients</b> .                     |
| 2. | Support the planning of a health education promotion programme    | 2.1 | Use feedback from client consultation as a basis for planning <b>health education promotion programmes</b> .  |
|    |   | 2.2 | Consult with <b>clients</b> to plan <b>health education promotion programmes</b> , including identifying persons to be involved in delivery.          |
|    |   | 2.3 | Address cultural <b>practices and beliefs</b> when confirming healthcare needs and delivery of the programme.   |
|    |   | 2.4 | Confirm plans for the delivery of <b>health education promotion programmes</b> with the primary health care team according to legislative guidelines. |
|    |   | 2.5 | Record details of <b>health education promotion programmes</b> using suitable <b>documentation methods</b> according to organisational requirements.  |

3. Participate in the delivery of health education promotion services
  - 3.1 Conduct **health education promotion programmes** in partnership with **clients**.
  - 3.2 Follow legislative and organisational requirements with respect to service delivery.
  - 3.3 Contribute to coaching **clients** to take a self-care approach to health in keeping with individual needs and organisational requirements.
4. Participate in routine health screening services
  - 4.1 Obtain feedback from **clients** to determine that the procedure is understood and consent is given.
  - 4.2 Use approved techniques according to organisational health and safety procedures.
  - 4.3 Prepare screening equipment correctly for use according to manufacturer's and organisational instructions.
  - 4.4 Participate in routine screening in line with legislative and organisational requirements.
5. Participate in the evaluation of health and education promotion services
  - 5.1 Consult with **clients** about the effectiveness of **health education promotion programmes** in accordance with industry standards.
  - 5.2 Conduct a collaborative evaluation with **clients** that includes the effectiveness of **healthcare information**.
  - 5.3 Consult with **clients** according to organisational procedures to identify obstacles to the application of the information.
  - 5.4 Assess feedback and possible improvements for discussion with a multidisciplinary team.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Clients:**

- Persons of different age groups
- Persons of different gender
- Persons of different culture or race
- Persons with disabilities
- Persons of different socio-economic status

**2. Health education promotion programmes:**

- Immunisations
- Substance use and abuse
- Food and nutrition
- Family health (children, women, men, elderly)
- Oral health
- Optical health
- Mental health

**3. Healthcare information:**

- Food and nutrition
- Physical activity
- Basic hygiene practices
- Sexual and reproductive health
- Substance use and abuse
- Safety and health
- Accessing available health services/programmes

**4. Practices and beliefs:**

- Religious and spiritual practices
- Medical treatment practices
- Dietary preferences and culinary practices
- Childcare practices
- Cultural practices

**5. Documentation methods:**

- Verbal
- Non-verbal

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What is appropriate communication and interaction for various types of clients.
2. What are common healthcare needs and priorities.
3. How to assess and audit the effectiveness of a health education promotion programme.
4. What are the different types of healthcare information.
5. How to assess clients' feedback and needs.
6. What are the most common cultural practices and beliefs and how to address them.
7. What are the different types of documentation methods and when to use them.
8. What are the main components of a health education promotion programme and how to deliver them.
9. Why a self-care approach to health is important and how this can be undertaken.
10. What is health screening and why it is important.
11. What are the common diseases and conditions that clients need to be screened for.
12. What are the techniques for making clients comfortable before health screening.
13. Why it is important to conduct an evaluation and how to undertake one.
14. What are the benefits of healthy eating food practices.
15. What factors act as enablers to participation in physical activity.
16. What factors act as barriers to participation in physical activity and how to overcome them.
17. What are the basic hygiene practices for the individual, home and family.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** the elements, meeting all of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

**(2) Methods of Assessment**

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. 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.

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, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## UA37502

## Work collaboratively with allied health professionals

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to make referrals and work collaboratively with allied health professionals in relation to a range of internal or external clients.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |   |
|---|---|
| 1. Provide assistance with referral services  | <ul style="list-style-type: none"> <li>1.1 Determine the need for <b>referral</b> to allied health professionals in accordance with organisational procedures and industry standards.</li> <li>1.2 Communicate the need for <b>referral</b> to the client according to organisational procedures and industry standards.</li> <li>1.3 Identify a range of allied health professionals and service providers in line with organisational guidelines.</li> </ul>  |
| 2. Communicate with health professionals  | <ul style="list-style-type: none"> <li>2.1 Communicate with allied health professionals using appropriate practice-specific and/or medical terminology and in adherence with clinic guidelines.</li> <li>2.2 Communicate effectively when seeking clarification with allied health professionals according to organisational procedures.</li> </ul>   |
| 3. Work collaboratively with health professionals to organise the management of clients | <ul style="list-style-type: none"> <li>3.1 Consult with allied health professionals and service providers to determine the most appropriate source for <b>referral</b> of clients.</li> <li>3.2 Consult with allied health professionals and service providers to determine the most appropriate management of clients.</li> <li>3.3 Enlist the client's participation in management planning according to organisational procedures.</li> <li>3.4 Answer queries regarding the client in accordance with organisational guidelines.</li> </ul> |

- 3.5 Refer clients to allied health professionals where appropriate in accordance with industry and organisational requirements.
- 4. Provide assistance with the development and implementation of a contingency plan
  - 4.1 Communicate effectively, the need for a contingency plan to allied health professionals and client in line with organisational guidelines.
  - 4.2 Establish a contingency plan in collaboration with allied health professionals.
  - 4.3 Apply the components of the contingency plan to clients as appropriate.
- 5. Provide assistance with the evaluation of the management plan
  - 5.1 Contribute to the review of the management plan at agreed time frames and as required in collaboration with allied health professionals.
  - 5.2 Maintain appropriate records of evaluation findings according to organisational procedures.



**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Referral:**

- Verbal
- Non-verbal

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What is a referral and when to make one.
2. What are the procedures for making a referral.
3. Who are allied health professionals, health professionals and clients.
4. How to communicate effectively with allied health professionals and clients.
5. What are the available range of allied health professionals and service providers.
6. What are the principles of management and how to apply them.
7. What is a referral plan and how this is prepared.
8. What is a contingency plan and this is prepared.
9. Why it is important to maintain records.
10. How to conduct an evaluation.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

**(2) Methods of Assessment**

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

Evidence may be collected in a variety of ways including:

- Observation
- Oral questioning
- Written evidence (case study, projects, assignments)
- Witness testimony
- Professional discussion

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. 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.

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, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA37602 Provide advice to clients on the application of basic anatomy and physiology to fitness programmes**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to advise clients on the application of basic anatomy and physiology of the human body in relation to movement and exercise.

**ELEMENT**

**PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Apply the principles of anatomy and physiology to movement and exercise | 1.1 Brief <b>clients</b> on the structure and function of the major systems of the human body and their relationship to movement and exercise in accordance with organisational policies and guidelines. |
|  | 1.2 Apply the basic structure and functions of the major body systems to common fitness activities correctly according to organisational policies and guidelines.  |
|  | 1.3 Coach <b>clients</b> on the inter-relationship between the various systems of the human body when providing information on movement programmes.  |
| 2. Provide information on basic anatomy and physiology                     | 2.1 Inform <b>clients</b> about the <b>anatomy and physiology</b> of the body when providing information about movement programmes according to organisational policies and guidelines.                  |
|  | 2.2 Use relevant information on the <b>anatomy and physiology</b> of the body to select suitable exercises when planning movement programmes.  |
|  | 2.3 Use relevant information on the structure and function of the musculoskeletal system to select suitable exercises when planning fitness programmes.  |

## **RANGE STATEMENT**

*All range statements must be assessed:*

**1. Clients:**

- Persons of different age groups
- Persons of different gender
- Persons of different culture or race
- Persons with disabilities
- Persons of different socio-economic status

**2. Anatomy and physiology:**

- Musculoskeletal system
- Cardiovascular system
- Respiratory system
- Digestive system
- Brain and central nervous system

## **UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the principles of basic anatomy and physiology and how they should be applied to movement programmes.
2. Why is it important to know and understand how the major systems of the human body interact with movement and exercise.
3. What are the primary functions and structure of the musculoskeletal system
4. What are the major functions and structure of the cardiovascular and respiratory system.
5. What are the main functions and structure of the digestive system.
6. What are the primary functions and structure of the brain and the central nervous system.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting all of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

### (2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. 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.

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, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA37702****Provide basic nutrition advice to clients**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to provide basic nutritional information and advice to clients taking a movement program.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |  |     |   |
|----|--|-----|---|
| 1. | Provide basic advice to clients about the fundamental principles of healthy eating and fitness | 1.1 | Brief <b>clients</b> on the adverse effects of poor nutrition on health and its contribution to common chronic diseases according to industry requirements.                         |
|    |  | 1.2 | Review the basic features of <b>balanced nutrition</b> with clients according to organisational policies and procedures.  |
|    |  | 1.3 | Instruct clients on the interaction between nutrition and physical activity according to client plans.  |
|    |  | 1.4 | Collect data on the current nutritional intake and physical activity levels of clients, maintaining confidentiality of clients according to organisational policies and procedures. |
|    |  | 1.5 | Provide basic dietary recommendations to improve the client's overall health.   |
|    |  | 1.6 | Follow industry standards for giving nutritional information to clients.  |
| 2. | Provide nutritional information to clients regarding body composition management               | 2.1 | Support the evaluation of data collected in the fitness appraisal of clients on current <b>body composition</b> using measures in line with industry standards.                     |
|    |  | 2.2 | Provide clients with basic information on the relationship between diet and the management of <b>body composition</b> .   |
| 3. | Support fitness clients with body image issues   | 3.1 | Promote body satisfaction when providing advice about exercise, fitness testing and nutrition in accordance with relevant industry codes of practice and organisational policies.   |



- 3.2 Provide information about diet and nutrition that fosters a positive attitude towards food and eating.
    - 3.3 Review indicators of poor body image and body satisfaction with clients in accordance with organisational policies and procedures.
  - 4. Refer clients to allied health or medical professionals for further information or consultation
    - 4.1 Record **nutritional or dietary concerns** and refer clients to suitably qualified allied health and medical professionals.
    - 4.2 Record medical conditions observed during the screening process which affect nutritional intake and refer clients to a suitably qualified medical professional.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Clients:**

- Different levels of experience (with fitness programmes)
- Different ages
- Different medical status (with or without medical conditions)
- Different gender

**2. Balanced nutrition:**

- Energy balance (expenditure and intake)
- Nutrient intake
- Hydration

**3. Body composition:**

- Height/weight
- Body mass index
- Metabolism (blood sugar and blood pressure levels)

**4. Nutritional or dietary concerns:**

- Eating patterns
- Nutritional deficiencies
- Related conditions (dehydration and energy imbalance)

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the basic principles of nutrition.
2. What are the adverse effects of poor nutrition upon health generally.
3. How does nutrition affect chronic diseases.
4. What is balanced nutrition and why it is important.
5. What is the relationship between nutrition and physical activity and why this is important.
6. Why is it important to collect data on the current nutritional intake and physical activity levels of clients, how to do so and how to use this information.
7. What are the relevant industry standards and why is it important to know and understand them.
8. Why is it important to evaluate data collected in the fitness appraisal of clients and how to do so.
9. What is body composition and why is it important.
10. What is body image and why is it important.
11. What are the key steps in the client referral process.
12. What is the role of allied health professionals.
13. Why is it important to record medical conditions, and nutritional and dietary concerns observed during the screening process, how to do so and how to use this information.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting all of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

### (2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. 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.

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, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA37802****Provide support to meet personal care needs**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to support a client with their personal care needs within the framework of an individualised care support plan.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |  |
|---|--|
| 1. Respond to clients' personal support requirements                  | <ul style="list-style-type: none"> <li>1.1 Review <b>personal care support</b> plan with the client to address <b>personal care support</b> requirements according to organisational guidelines.</li> <li>1.2 Assess <b>risks</b> associated with the provision of support and confirm with supervisor in accordance with organisational policies and procedures.</li> <li>1.3 Assess the specific <b>cultural needs</b> of the client relevant to personal support in line with organisational policies and procedures.</li> <li>1.4 Identify <b>equipment</b> for providing assistance and promoting independence in accordance with organisational policy and protocols.</li> </ul> |
| 2. Provide support within the context of maximum client participation | <ul style="list-style-type: none"> <li>2.1 Confirm procedures with the client according to organisational policy.</li> <li>2.2 Confirm the client's level of participation in meeting their personal care needs according to organisational procedures.</li> <li>2.3 Confirm the client's preferences according to organisational policy.</li> <li>2.4 Provide the client with information to help meet their own personal care needs according to organisational procedures.</li> </ul>   |
| 3. Address personal support requirements                              | <ul style="list-style-type: none"> <li>3.1 Use <b>equipment</b> according to organisational and manufacturer's instructions.</li> <li>3.2 Provide support according to the personal care plan and organisational policies, protocols and procedures.</li> </ul>  |

- 3.3 Provide support in the context of identified **risks** according to organisational protocols.
  - 3.4 Provide support with technical care activities according to the personal care plan and organisational policies, protocols and procedures.
  - 3.5 Maintain confidentiality and privacy of the client in accordance with organisational policy and protocols.
- 4. Report changes in client health and/or personal support requirements
  - 4.1 Identify variations in **personal care support** requirements and **report** to supervisor according to organisational policies and procedures.
  - 4.2 Work with the client and supervisor to identify required changes to **equipment** according to client support requirements.
  - 4.3 Identify variations and concerns about the client's health in accordance with organisational policies and procedures.
- 5. Complete reporting documentation
  - 5.1 Adhere to the organisation's reporting requirements, including reporting observations to supervisor.
  - 5.2 Prepare and maintain documentation in a manner consistent with reporting requirements and organisational procedures.
  - 5.3 Secure documentation according to organisational policy and procedures.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Personal care support:**

- Hygiene
- Nutrition
- Mobility
- Grooming
- Pain, rest and sleep
- Respiration (deep breathing)

**2. Risks:**

- Mental (impaired cognitive ability, self-neglect)
- Physical (sudden changes in health)
- Environmental (hazards)

**3. Cultural needs:**

- Gender
- Religious
- Psycho-social
- Dietary customs

**4. Equipment:**

- Mobilisation equipment (lifting and transferring)
- Respiratory devices
- Feeding devices
- Audio-visual devices

**5. Report:**

- Verbal
- Non-verbal

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What is a personal care support plan, why is it important and how to prepare one.
2. What are common personal care support requirements.
3. What are common risks and what steps can be taken to mitigate those within your own area of responsibility.
4. What are cultural needs and why it is important to understand them.
5. What equipment and supports are needed for your job and how to use them correctly.
6. What are basic technical care skills.
7. Why is it important to confirm the client's level of participation and how to do so
8. Why is it important to confirm the client's preferences and how to do so.
9. Why is it important to maintain client confidentiality and what are the organisational requirements for doing so.
10. Why is it important to identify changes in a client's health and care support requirements, how to do so and how this impacts the delivery of service.
11. Why is it important to maintain sound record-keeping practices, how to do so and how this impacts the efficiency of your own work.



**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** the elements, meeting all of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

**(2) Methods of Assessment**

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. 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.

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, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## UA37902

## Promote social interaction and creative expression

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to promote social interaction and encourage creative expressions among clients.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |                                |  |
|----|--------------------------------|--|
| 1. | Promote social interaction     | <ul style="list-style-type: none"> <li>1.1 Facilitate <b>shared experiences</b> in a manner that promotes <b>social interaction</b>.</li> <li>1.2 Promote acceptable behaviour changes by motivating individuals to consistently work with others.</li> <li>1.3 Maintain the safety and emotional wellness of clients according to organisational policies and procedures.</li> <li>1.4 Use emotional management strategies to encourage individuals to modify behavior, according to industry practice.</li> <li>1.5 Identify and manage <b>anti-social behaviour</b> appropriately according to organisational policies and procedures.</li> <li>1.6 Acknowledge possible <b>cultural and religious differences</b> when difficulties or misunderstandings occur, according to industry practice.</li> </ul> |
| 2. | Facilitate creative expression | <ul style="list-style-type: none"> <li>2.1 Use <b>the arts</b> in creative ways to encourage individuals to express themselves according to organisational policies and procedures.</li> <li>2.2 Give participants the opportunity to choose and demonstrate their own mediums of expression according to their needs.</li> <li>2.3 Engage participants using effective communication skills, according to industry practice.</li> <li>2.4 Display participants' artistic creations in a manner that values their individuality according to organisational procedures.</li> </ul>   |

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Shared experiences:**

- Cultural and social wellness
- Public health issues (COVID-19, dengue)
- Physiological health (fatigue, weight gain)
- Psychological health (mental health, stress.)
- Religious
- Technological

**2. Social interaction:**

- Learning and play experiences
- Promotion and development of mutual understanding
- Healthy intrapersonal interaction (how the individual interacts with the mind, body and spirit)
- Networking (healthy interaction among individuals and social groups)

**3. Anti-social behaviours:**

- Misuse of public spaces
- Disregard for community/ personal well-being
- Acts of unhealthy interpersonal interaction (i.e. inappropriate behaviour, disrespect etc).
- Environmental damage

**4. Cultural and religious differences:**

- Customs
- Social values
- Personal care and presentation
- Non-verbal communication, understanding and interpretations

**5. The arts:**

- Visual, performing, culinary, written
- Handicraft (pottery, handwoven blankets, handmade jewelry, and quilts stitched by hand)
- Digital

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. Why is social interaction important in wellness.
2. What are the benefits of promoting social interaction.
3. What is socially and healthy acceptable behaviour.
4. What is unhealthy behaviour.
5. What is misuse of public spaces and how to deal with persons who do so.
6. What is meant by personal well-being.
7. What are the different ways to maintain emotional wellness.
8. What types of unhealthy interpersonal interactions do people commonly experience.
9. What are the general types of environmental damage.
10. What are basic emotional management strategies.
11. What are the types of common anti-social behaviours and how they can be managed.
12. How to identify cultural and religious differences and address them.
13. Why it is important to understand the role that the arts play in the promotion of social interaction and creative expression.
14. Why it is important to give participants autonomy in the selection of activities and how to do so.
15. How to display artistic work creatively.
16. What are the different ways in which participants can express their creativity.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

### (2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Oral questioning
- Written evidence (case study, projects, assignments)
- Witness testimony
- Professional discussion

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. 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.

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, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## UA38002

**Maintain personal health awareness and fulfil professional responsibility**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to maintain personal and professional health in order to effectively treat clients and maintain professional integrity.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |  |     |   |
|----|--|-----|---|
| 1. | Establish and implement a personal health strategy | 1.1 | Develop <b>personal health</b> awareness according to values consistent with the philosophy of healthcare.  |
|    |  | 1.2 | Provide a model for personal and public health by maintaining <b>self-discipline, personal values and professional identity</b> .                                     |
|    |  | 1.3 | Take appropriate actions to maintain mental and physical stamina and consistency with own advice.   |
| 2. | Develop an appreciation of the human condition     | 2.1 | Apply identified <b>influences</b> on human behaviour and health in <b>interactions</b> with others.  |
|    |  | 2.2 | Observe and respect <b>differences</b> at all times according to organisational policies and procedures.  |
| 3. | Develop professional identity                      | 3.1 | Apply work roles and abilities in accordance with accepted industry <b>standards</b> .  |
|    |  | 3.2 | Exhibit appropriate behaviours in accordance with established industry standards to maintain a professional approach.   |
|    |  | 3.3 | Maintain a professional practice space according to the standards of the industry.  |
| 4. | Interact with the health care profession           | 4.1 | Develop and maintain professional standards through appropriate communication with other professionals or services according to organisational policy and procedures. |

- 4.2 Receive or dispatch information critical to responsible client management according to organisational policy and procedures.
- 4.3 Acknowledge and work with external interventions selected by the client consistent with organisational policies and procedures.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Personal health:**

- Mental
- Physical
- Spiritual
- Interpersonal/relational

**2. Self-discipline, personal values and professional identity:**

- Verbal and non-verbal communication (attitudes, composure, dialogue)
- Conditions and maintenance of workspace
- Behaviour and activities in the public domain

**3. Interactions:**

- Verbal
- Non-verbal

**4. Differences:**

- Cultural
- Religious
- Gender

**5. Information:**

- Medical records (health history, fitness assessments)
- New industry policies and procedures
- Multidisciplinary interventions (treatment plans)



**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are mental, physical and spiritual health activities which will promote personal health and awareness.
2. Why is personal health important.
3. What is the philosophy of healthcare.
4. Why it is important to understand the philosophy of healthcare.
5. What does it mean to have professional identity.
6. How do you develop professional identity.
7. Why it is important to maintain mental and physical stamina and how to do so.
8. What are the common influences on human behaviour.
9. What are the different types of social interaction.
10. What are the common types of cultural and gender differences and how to address them.
11. What are the different work roles and how they should be applied.
12. Why it is important to understand different types of standards.
13. What is a professional approach to work.
14. What are examples of professional behaviour.
15. How to maintain privacy and confidentiality when sharing client information.
16. Why it is important to be familiar with the relevant standards.
17. What does client management mean.
18. What are client management skills.
19. Why it is important to respect and acknowledge the interventions chosen by clients.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting all of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

### (2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (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.

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, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**Assessment methods**

The methods which can be used to determine competence in performance and underpinning knowledge.

**Assessors**

The Assessor's role is to determine whether evidence presented by a candidate for assessment within the programme, meets the required standard of competence in the relevant unit or element. The Assessor needs to be competent to assess to national standards in the area under assessment.

**Approved Centre**

Organisation/Centre approved by the TVET Council to offer full National Vocational Qualifications.

**Case Studies**

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

**Competence**

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

**Element**

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.

**Explanation of NVQ Levels**

NVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

**Level 1 - Entry Level**

Recognizes competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

**Level 2 - Skilled Occupations:**

Recognizes competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

**Level 3 - Technician and Supervisory Occupations:**

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

**Level 4 - Technical Specialist and Middle Management Occupations:**

Recognizes competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

**Level 5 - Chartered, Professional and Senior Management Occupations:**

Recognizes the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

**External Verifier**

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved Centre's quality of provision.

**Internal Verifier**

The Internal Verifier acts in a supporting role for Assessors to ensure consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

### **NVQ Coordinator**

Within each approved Centre offering NVQs, there is a centre contact who has overall responsibility for the operation and administration of the NVQ system.

### **Observation**

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

### **Performance criteria**

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

### **Product of Work**

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

### **Questioning**

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures you have all of the evidence about a candidate's performance. It also allows you to clarify situations.

### **Range statements**

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

### Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers “real” people would behave. By using role-play situations to assess a candidate you are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of their work, or where the candidate needs to develop competence, before being judged competently, for example, in a disciplinary situation,

### Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate’s work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, you will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

### Supplementary evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

### Underpinning knowledge

Underpinning knowledge indicates what knowledge is essential for a person to possess in order to successfully achieve an element and prove total competence.

### Units

A unit of competence describes one or more activities which form a significant part of an individual’s work. Units are accredited separately but in combination can make up a vocational qualification. There are three categories of units:

**Mandatory units** - are core to a qualification and must to be completed.

**Optional units** - candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

**Additional units** - are units which the candidate can undertake but are not a requirement to achieve a qualification

**Work-based projects**

Work-based projects are a useful way for you to collect evidence to support any decision you make about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning or observation.

A project often involves the identification of a solution to a specific problem identified by you and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).