Community Services Training Package
(CHC99)

Aged Care Work
National Competency Standards
Preface

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

This document must be used in conjunction with the following documents:
- Assessment Guidelines
- Qualifications Framework
- Community Services Common Competency Standards
- attachment to Aged Care and Disability: selected Ancillary/Support Work competency standards

The Community Services Training Package integrates national competency standards, qualifications and assessment guidelines in the following areas:
- Aged Care Work
- Alcohol and Other Drugs Work
- Child Protection/Juvenile Justice/Statutory Supervision
- Children’s Services
- Community Work
- Community Housing Work
- Disability Work
- Mental Health Work (non-clinical)
- Youth Work

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Introduction

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

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

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

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

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

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

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

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

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

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

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

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

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

Who managed the development of the standards?

The project to develop national competency standards for aged care work was initially managed by a committee comprising representatives from the aged care sector. The standards are now managed by the Board of Community Services and Health Training Australia.
How are National Competency Standards structured?

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

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

UNIT TITLE

A key work outcome or competency is called a Unit.

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

UNIT DESCRIPTOR

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

ELEMENTS

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

PERFORMANCE CRITERIA

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

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

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

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

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

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

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

Each of the 13 common areas has a code:

<table>
<thead>
<tr>
<th>Advocacy</th>
<th>AD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>ADMIN</td>
</tr>
<tr>
<td>Community development</td>
<td>CD</td>
</tr>
<tr>
<td>Case management</td>
<td>CM</td>
</tr>
<tr>
<td>Casework intervention</td>
<td>CWI</td>
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<tr>
<td>Communication</td>
<td>COM</td>
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<tr>
<td>Client service</td>
<td>CS</td>
</tr>
<tr>
<td>Information management</td>
<td>INF</td>
</tr>
<tr>
<td>Networking</td>
<td>NET</td>
</tr>
<tr>
<td>Organisational management</td>
<td>ORG</td>
</tr>
<tr>
<td>Policy and research</td>
<td>P&amp;R</td>
</tr>
<tr>
<td>Working with groups</td>
<td>GROUP</td>
</tr>
</tbody>
</table>
The community services common competencies are not included in this document. They are included in the document titled Community Services Common National Competency Standards.

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

Optional units will generally include the following, however specific requirements are indicated in each qualification:
- elective units
- compulsory units
- units from endorsed standards from or other industries
- enterprise specific units

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

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

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

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

Existing flexibility in the Training Package is delivered via:
- contextualisation of units
- application of the packaging rules
- incorporation of enterprise unit/s

Customisation may be via:
- additions to the units

Any customisation or contextualisation of units of competency must ensure the integrity of:
- industry skill requirements
- industry portability requirements
- the national competency standards system and the Australian Qualification Framework qualifications.

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

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

Applying the packaging rules
The Community Services competency standards are drafted to have application across a full range of organisations, regardless of location, type or size. Existing flexibility allows particular organisations, enterprises and individuals to select competencies to suit their specific needs through application of the packaging rules. This includes:
- choosing electives from both the specialisation and common units of competency
- choosing optional units from the Community Services Training Package or other endorsed National Training Packages. When selecting optional units from other Training Packages any additional assessment requirements should be incorporated
- adding an enterprise unit according to the packaging rules for optional units.

If training requirements are not met by existing qualification packaging then standards users may:
- record statements of attainment for individual competencies or groups of competencies
- consult State Training Authorities regarding qualifications outside the coverage of National Training Packages
• develop new national competency standards and qualifications (see below for further information regarding customisation for enterprises and the development of new standards and qualifications)

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

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

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

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

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

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

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

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

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

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

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

Issuing qualifications under the Community Services Training Package
Registered Training Organisations (RTOs) are the only organisations that can issue qualifications. They are registered by a State or Territory government to provide a range of services (including assessment and training) under the national training system.
Registered training organisations must:
- satisfy the requirements of the assessment guidelines for the Community Services Training Package
- use assessors with the qualifications outlined in the Community Services Assessment Guidelines
- follow the standards and qualifications framework for the Community Services Training Package
- be registered by a State or Territory government

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

Assessment of competency cannot rely on a measurement approach alone. Assessment evidence often needs to consider how the person brings together knowledge, an understanding of the work context, a decision about what to do, attitudes, values and ethics, as well as what the person actually does to perform the role.

Principles for assessment in Community Services
Assessment under Community Services Training Package should be:
- valid
- authentic
- reliable
- consistent
- current
- sufficient
- flexible
- fair

Assessor qualifications
Registered training organisations must use assessors who possess the qualifications outlined in the assessment guidelines to conduct assessments under the Community Services Training Package.
Choosing an appropriate training program for assessors in community services
The Assessment Guidelines give some information to consider when selecting assessor
training programs.

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

The qualities to look for in a registered training organisation
The Assessment Guidelines give some points to consider when selecting a registered training
organisation.
Australian Qualifications Framework (AQF) descriptors

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

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

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

**Certificate II**

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

**Certificate III**

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

**Certificate IV**

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

**Diploma**

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

**Advanced Diploma (and above)**

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

**Australian national Training Authority Qualification Codes**

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHC20199</td>
<td>Certificate II in Community Services (Aged Care Work)</td>
</tr>
<tr>
<td>CHC30199</td>
<td>Certificate III in Community Services (Aged Care Work)</td>
</tr>
<tr>
<td>CHC40199</td>
<td>Certificate IV in Community Services (Aged Care Work)</td>
</tr>
<tr>
<td>CHC50199</td>
<td>Diploma of Community Services (Aged Care Work)</td>
</tr>
<tr>
<td>CHC60199</td>
<td>Advanced Diploma of Community Services (Aged Care Work)</td>
</tr>
</tbody>
</table>
CHC20199 Certificate II in Community Services
(Aged Care Work)

Packaging to gain a national qualification

<table>
<thead>
<tr>
<th></th>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Options</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Total number of units of competency: 11

Optional competencies

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

Note 1: Only one of CHCAC1A and CHCAC2A may be included
Note 2: One elective unit in Certificate II in Community Services (Aged Care) is equivalent to 4 Ancillary/Support units. The relevant Ancillary/Support units are listed over the page
Note 3: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation)

Aged Care specialisation

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

Common competencies

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCS0A Deliver service to clients</td>
<td>CHCAD1A Advocate for clients</td>
</tr>
<tr>
<td>CHCORG1A Follow the organisation’s policies procedures and programs</td>
<td>CHCADMIN1A Undertake basic administrative duties</td>
</tr>
<tr>
<td>CHCORG2A Work with others</td>
<td>CHCCD7A Support community resources</td>
</tr>
<tr>
<td>CHCORG4A Follow the organisation’s occupational health and safety policies</td>
<td>CHCCD12A Undertake work in the community services industry</td>
</tr>
<tr>
<td>CHCCOM1A Communicate with people accessing the service of the organisation</td>
<td>CHCCS5A Identify and address specific client needs</td>
</tr>
<tr>
<td></td>
<td>CHCGROUP1A Support the activities of existing groups</td>
</tr>
<tr>
<td></td>
<td>CHCGROUP2A Support group activities</td>
</tr>
</tbody>
</table>

Electives from Other Community Services Sectors

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCAOD1A Introduction to the alcohol and other drugs sector</td>
<td>CHCMH1A Orientation to work in the mental health sector</td>
</tr>
<tr>
<td>CHCCH1A Orientation to work in the community housing sector</td>
<td>CHCADMIN1A Undertake basic administrative duties</td>
</tr>
<tr>
<td>CHCDIS1A Orientation to disability work</td>
<td>CHCCD12A Undertake work in the community services industry</td>
</tr>
<tr>
<td>CHCDIS3A Provide services to people with disabilities</td>
<td>CHCCS5A Identify and address specific client needs</td>
</tr>
<tr>
<td>CHCDIS5A Contribute to positive learning</td>
<td>CHCGROUP2A Support group activities</td>
</tr>
<tr>
<td>CHCDIS8A Support people with disabilities as workers</td>
<td></td>
</tr>
<tr>
<td>CHCDIS10A Provide care and support</td>
<td></td>
</tr>
<tr>
<td>CHCMH1A Orientation to work in the mental health sector</td>
<td></td>
</tr>
</tbody>
</table>
### Electives from Ancillary/Support Units

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Competency Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cleaning services</strong></td>
<td>PRMCL01A</td>
<td>Maintain hard floor surfaces</td>
</tr>
<tr>
<td></td>
<td>PRMCL03A</td>
<td>Replace hard floor finish</td>
</tr>
<tr>
<td></td>
<td>PRMCL04A</td>
<td>Maintain soft floors</td>
</tr>
<tr>
<td></td>
<td>PRMCL05A</td>
<td>Remove stains and spillages from soft floors</td>
</tr>
<tr>
<td></td>
<td>PRMCL07A</td>
<td>Remove dirt and soil from soft floors or fabric upholstery</td>
</tr>
<tr>
<td></td>
<td>PRMCL09A</td>
<td>Wash and squeegee glass surfaces to remove all visible dirt and grime</td>
</tr>
<tr>
<td></td>
<td>PRMCL10A</td>
<td>Maintain ceiling surfaces and fittings</td>
</tr>
<tr>
<td></td>
<td>PRMCL12A</td>
<td>Wash external surfaces to remove all visible dirt and grime</td>
</tr>
<tr>
<td></td>
<td>PRMCL13A</td>
<td>Undertake detailed clean of window coverings to remove all dirt and grime</td>
</tr>
<tr>
<td></td>
<td>PRMCL14A</td>
<td>Maintain a clean room environment without traces of visible dust</td>
</tr>
<tr>
<td></td>
<td>PRMCL15A</td>
<td>Maintain furniture and fittings and dress an area or room</td>
</tr>
<tr>
<td></td>
<td>PRMCL11A</td>
<td>Spot clean external surfaces to remove all visible marks</td>
</tr>
<tr>
<td></td>
<td>PRMCL17A</td>
<td>Maintain wet area in an odour free, soil and hazard free condition</td>
</tr>
<tr>
<td></td>
<td>PRMCL19A</td>
<td>Remove waste to maintain a tidy environment/area</td>
</tr>
<tr>
<td><strong>Client/patient services</strong></td>
<td>CHCPS2A</td>
<td>Handle and transport goods</td>
</tr>
<tr>
<td></td>
<td>CHCPS3A</td>
<td>Prepare a bed for occupancy</td>
</tr>
<tr>
<td></td>
<td>CHCPS6A</td>
<td>Transport specimens and deceased persons</td>
</tr>
<tr>
<td><strong>Food services</strong></td>
<td>CHCFP1A</td>
<td>Present food</td>
</tr>
<tr>
<td></td>
<td>CHCFP4A</td>
<td>Prepare appetisers, salads and sandwiches</td>
</tr>
<tr>
<td></td>
<td>CHCT2A</td>
<td>Receive, transport and store food in a safe and hygienic manner</td>
</tr>
<tr>
<td></td>
<td>CHCT7A</td>
<td>Wash dishes</td>
</tr>
<tr>
<td></td>
<td>CHCT8A</td>
<td>Deliver food/beverages</td>
</tr>
<tr>
<td></td>
<td>CHCT9A</td>
<td>Collect meal trays/beverage utensils</td>
</tr>
<tr>
<td></td>
<td>CHCT10A</td>
<td>Support food services in menu processing</td>
</tr>
<tr>
<td></td>
<td>CHCT11A</td>
<td>Provide support to clinical/nutrition services</td>
</tr>
<tr>
<td></td>
<td>CHCT12A</td>
<td>Assist client/patient with nutrition care</td>
</tr>
<tr>
<td><strong>Laundry services</strong></td>
<td>LMXPRLAU-01A</td>
<td>Collect, receive and sort product</td>
</tr>
<tr>
<td></td>
<td>LMXPRLAU-08A</td>
<td>Repair damaged products</td>
</tr>
<tr>
<td></td>
<td>LMXPRLAU-02A</td>
<td>Operate washing machines</td>
</tr>
<tr>
<td></td>
<td>LMXPRLAU-04A</td>
<td>Perform linen rewash</td>
</tr>
<tr>
<td></td>
<td>LMXPRLAU-06A</td>
<td>Perform conditioning and/or drying processes</td>
</tr>
<tr>
<td></td>
<td>LXPRDCG-04A</td>
<td>Operate dry cleaning machines</td>
</tr>
<tr>
<td></td>
<td>LXPRDCG-05A</td>
<td>Operate wet cleaning machines</td>
</tr>
<tr>
<td></td>
<td>LXPRDCG-06A</td>
<td>Operate finishing equipment</td>
</tr>
<tr>
<td></td>
<td>CHCOD9A</td>
<td>Perform pre and post spotting</td>
</tr>
<tr>
<td></td>
<td>LMXPRDCG-10A</td>
<td>Prepare products for storage or dispatch</td>
</tr>
<tr>
<td></td>
<td>CHCPSD4A</td>
<td>Process linen</td>
</tr>
</tbody>
</table>

The Ancillary / Support Work units of competency are included in a separate document titled *Selected Ancillary / Support Competency Standards for the Community Services Training Package*. 
CHC30199 Certificate III in Community Services
(Aged Care Work)

Packaging to gain a national qualification

| Compulsory | 6 |
| Elective   | 5 (one must be an Aged Care unit) |
| Options    | 2 |
| Total number of units of competency | 13 |

Optional competencies

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

Note 1: Only one of CHCAC1A and CHCAC2A may be included
Note 2: One elective unit in Certificate II in Community Services (Aged Care) is equivalent to 4 Ancillary/Support units. The relevant Ancillary/Support units are listed over the page
Note 3: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation)

Aged Care specialisation

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

Common competencies

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCS0A</td>
<td>Deliver services to clients</td>
</tr>
<tr>
<td>CHCCOM2A</td>
<td>Communicate appropriately with clients and colleagues</td>
</tr>
<tr>
<td>CHCINF1A</td>
<td>Process and provide information</td>
</tr>
<tr>
<td>CHCORG3A</td>
<td>Participate in the work environment</td>
</tr>
<tr>
<td>CHCORG4A</td>
<td>Follow the organisation’s occupational health and safety policies</td>
</tr>
<tr>
<td>CHCAD1A</td>
<td>Advocate for clients</td>
</tr>
<tr>
<td>CHCADMIN2A</td>
<td>Provide administrative support</td>
</tr>
<tr>
<td>CHCCD7A</td>
<td>Support community resources</td>
</tr>
<tr>
<td>CHCCD12A</td>
<td>Undertake work in the community services industry</td>
</tr>
<tr>
<td>CHCCM1A</td>
<td>Undertake case management</td>
</tr>
<tr>
<td>CHCCS6A</td>
<td>Assess and deliver services to clients with complex needs</td>
</tr>
<tr>
<td>CHCCWI1A</td>
<td>Operate under a case work framework</td>
</tr>
<tr>
<td>CHCGROUP2A</td>
<td>Support group activities</td>
</tr>
<tr>
<td>CHCNET1A</td>
<td>Participate in networks</td>
</tr>
<tr>
<td>CHCP&amp;R1A</td>
<td>Participate in policy development</td>
</tr>
<tr>
<td>Electives from Other Community Services Sectors</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>CHCAOD2A Orientation to the alcohol and other drugs sector</td>
<td></td>
</tr>
<tr>
<td>CHCCH1A Orientation to work in the community housing sector</td>
<td></td>
</tr>
<tr>
<td>CHCDIS1A Orientation to disability work</td>
<td></td>
</tr>
<tr>
<td>CHCDIS3A Provide services to people with disabilities</td>
<td></td>
</tr>
<tr>
<td>CHCDIS5A Contribute to positive learning</td>
<td></td>
</tr>
<tr>
<td>CHCDIS8A Support people with disabilities as workers</td>
<td></td>
</tr>
<tr>
<td>CHCDIS10A Provide care and support</td>
<td></td>
</tr>
<tr>
<td>CHCMH1A Orientation to work in the mental health sector</td>
<td></td>
</tr>
</tbody>
</table>
### Cleaning services
- **PRMCL01A**: Maintain hard floor surfaces
- **PRMCL03A**: Replace hard floor finish
- **PRMCL04A**: Maintain soft floors
- **PRMCL05A**: Remove stains and spillages from soft floors
- **PRMCL07A**: Remove dirt and soil from soft floors or fabric upholstery
- **PRMCL09A**: Wash and squeegee glass surfaces to remove all visible dirt and grime
- **PRMCL10A**: Maintain ceiling surfaces and fittings
- **PRMCL12A**: Wash external surfaces to remove all visible dirt and grime
- **PRMCL13A**: Undertake detailed clean of window coverings to remove all dirt and grime
- **PRMCL14A**: Maintain a clean room environment with no traces of visible dust
- **PRMCL15A**: Maintain furniture and fittings and dress an area or room
- **PRMCL11A**: Spot clean external surfaces to remove all visible marks
- **PRMCL17A**: Maintain wet area in an odour free, soil and hazard free condition
- **PRMCL19A**: Remove waste to maintain a tidy environment/area

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

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

### Laundry services
- **LMXPRLAU-01A**: Collect, receive and sort product
- **LMXPRLAU-08A**: Repair damaged products
- **LMXPRLAU-02A**: Operate washing machines
- **LMXPRLAU-04A**: Perform linen rewash
- **LMXPRLAU-06A**: Perform conditioning and/or drying processes
- **LMXPDRCG-04A**: Operate dry cleaning machines
- **LMXPDRCG-05A**: Operate wet cleaning machines
- **LMXPDRCG-06A**: Operate finishing equipment
- **CHCOD9A**: Perform pre and post spotting
- **LMXPDRCG-10A**: Prepare products for storage or dispatch
- **LMXPRLAU-11A**: Coordinate and process products for storage/dispatch
- **CHCPSD4A**: Process linen

The Ancillary / Support Work units of competency are included in a separate document title *Selected Ancillary / Support Competency Standards for the Community Services Training Package.*
CHC40199 Certificate IV In Community Services
(Aged Care Work)

Packaging to gain a national qualification

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Options</td>
<td>1</td>
</tr>
<tr>
<td>Total number of units of competency</td>
<td>14</td>
</tr>
</tbody>
</table>

Optional competencies

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

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

Aged Care specialisation

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

Common competencies

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCADMIN3A Undertake administrative work</td>
<td>CHCAD1A Advocate for clients</td>
</tr>
<tr>
<td>CHCCOM3A Utilise specialist communication</td>
<td>CHC1A Support community</td>
</tr>
<tr>
<td>skills</td>
<td></td>
</tr>
<tr>
<td>CHCCS2A Deliver and develop client service</td>
<td>CHCCD2A Provide community education programs</td>
</tr>
<tr>
<td>CHCINF2A Maintain organisation’s information system</td>
<td>CHCCD3A Meet information needs of the community</td>
</tr>
<tr>
<td>CHCORG4A Follow the organisation’s</td>
<td>CHCCD4A Develop and implement community</td>
</tr>
<tr>
<td>occupational health and safety policies</td>
<td>programs</td>
</tr>
<tr>
<td>CHCORG5A Maintain an effective work</td>
<td>CHCCD5A Develop community resources</td>
</tr>
<tr>
<td>environment</td>
<td>CHCCS6A Assess and deliver services to</td>
</tr>
<tr>
<td></td>
<td>clients with complex needs</td>
</tr>
<tr>
<td></td>
<td>CHCGROUP3A Plan and conduct group activities</td>
</tr>
<tr>
<td></td>
<td>CHCNET2A Maintain effective networks</td>
</tr>
<tr>
<td></td>
<td>CHCP&amp;R2A Contribute to policy development</td>
</tr>
<tr>
<td></td>
<td>CHCP&amp;R3A Undertake research activities</td>
</tr>
<tr>
<td></td>
<td>BSZ404A Train small groups</td>
</tr>
</tbody>
</table>
CHC50199 Diploma of Community Services
(Aged Care Work)

Packaging to gain a national qualification

| Compulsory | 12 |
| Elective   | 3  |
| Options    | 1  |
| Total number of units of competency | 16 |

Optional competencies

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

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

Aged Care specialisation

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCAC7A Ensure duty of care is provided</td>
<td>CHCAC6A Provide services to aged people</td>
</tr>
<tr>
<td>CHCAC9A Coordinate service provision programs</td>
<td>CHCAC12A Provide services to meet aged people's personal needs</td>
</tr>
<tr>
<td>CHCAC10A Develop a service delivery strategy</td>
<td></td>
</tr>
<tr>
<td>CHCAC11A Safeguard the rights and needs of aged people</td>
<td></td>
</tr>
<tr>
<td>CHCAC13A Coordinate work in the aged care sector</td>
<td></td>
</tr>
<tr>
<td>Compulsory</td>
<td>Elective</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>CHCADMIN3A Undertake administrative work</td>
<td>CHCADMIN4A Advocate for clients</td>
</tr>
<tr>
<td>CHCCOM3A Utilise specialist communication</td>
<td>CHCCOM4A Manage the organisation’s finances,</td>
</tr>
<tr>
<td>skills</td>
<td>accounts and resources</td>
</tr>
<tr>
<td>CHCCOM4A Develop, implement and promote</td>
<td>CHCCD2A Provide community education programs</td>
</tr>
<tr>
<td>effective communication techniques</td>
<td>CHCCD4A Develop and implement community</td>
</tr>
<tr>
<td>CHCCS3A Coordinate the provision of</td>
<td>programs</td>
</tr>
<tr>
<td>client services and programs</td>
<td>CHCCD5A Develop community resources</td>
</tr>
<tr>
<td>CHCINF5A Meet statutory and organisational</td>
<td>CHCCM3A Develop, facilitate and monitor</td>
</tr>
<tr>
<td>information requirements</td>
<td>all aspects of case</td>
</tr>
<tr>
<td>CHCOR6G Coordinate the work environment</td>
<td>CHCCS7A Coordinate the assessment and</td>
</tr>
<tr>
<td>CHCOR17A Implement and monitor</td>
<td>delivery of services to clients with</td>
</tr>
<tr>
<td>occupational health and safety policies,</td>
<td>particular needs</td>
</tr>
<tr>
<td>procedures and programs</td>
<td>CHCGROUP3A Plan and conduct group activities</td>
</tr>
<tr>
<td></td>
<td>CHCINF3A Coordinate information systems</td>
</tr>
<tr>
<td></td>
<td>CHCNET3A Develop new networks</td>
</tr>
<tr>
<td></td>
<td>CHCP&amp;R4A Develop and implement policy</td>
</tr>
<tr>
<td></td>
<td>CHCP&amp;R5A Manage research activities</td>
</tr>
</tbody>
</table>

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

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

*BSZ401A Plan assessment
*BSZ402A Conduct assessment
*BSZ403A Review assessment

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

Packaging to gain a national qualification

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory</td>
<td>12</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Options</td>
<td>1</td>
</tr>
<tr>
<td>Total number of units of competency</td>
<td>16</td>
</tr>
</tbody>
</table>

Optional competencies

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

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

Aged Care specialisation

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Elective</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCAC7A</td>
<td>CHCAC10A</td>
<td>CHCAC6A</td>
</tr>
<tr>
<td>CHCAC11A</td>
<td>CHCAC12A</td>
<td>CHCAC12A</td>
</tr>
<tr>
<td>CHCAC13A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure duty of care is provided</td>
<td>Develop a service delivery strategy</td>
<td>Provide services to aged people</td>
</tr>
<tr>
<td>Safeguard the rights and needs of aged people</td>
<td>Coordinate work in the aged care sector</td>
<td>Provide services to meet aged people’s personal needs</td>
</tr>
<tr>
<td>Common competencies</td>
<td>Compulsory</td>
<td>Elective</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>CHCADMIN4A</td>
<td>Manage the organisation’s finances, accounts and resources</td>
<td>CHCD6A</td>
</tr>
<tr>
<td>CHCCOM3A</td>
<td>Utilise specialist communication skills</td>
<td>CHCCM4A</td>
</tr>
<tr>
<td>CHCCOM4A</td>
<td>Develop, implement and promote effective communication techniques</td>
<td>CHCCM5A</td>
</tr>
<tr>
<td>CHCCS4A</td>
<td>Manage the delivery of quality client service</td>
<td>CHCCS7A</td>
</tr>
<tr>
<td>CHCINF4A</td>
<td>Manage the organisation’s information systems</td>
<td>CHCINF5A</td>
</tr>
<tr>
<td>CHCOR8A</td>
<td>Manage workplace issues</td>
<td>CHCINF6A</td>
</tr>
<tr>
<td>CHCOR11A</td>
<td>Lead and develop others</td>
<td>CHCOR8A</td>
</tr>
<tr>
<td>CHCOR17A</td>
<td>Implement and monitor occupational health and safety policies, procedures and programs</td>
<td>CHCOR9A</td>
</tr>
<tr>
<td>CHCORG7A</td>
<td>Manage workplace issues</td>
<td>CHCOR10A</td>
</tr>
<tr>
<td>CHCORG11A</td>
<td>Lead and develop others</td>
<td>CHCOR12A</td>
</tr>
<tr>
<td>CHCORG17A</td>
<td>Implement and monitor occupational health and safety policies, procedures and programs</td>
<td>CHCORG13A</td>
</tr>
<tr>
<td>CHCORG14A</td>
<td>Manage a service organisation</td>
<td>CHCORG15A</td>
</tr>
<tr>
<td>CHCORG15A</td>
<td>Manage a service organisation</td>
<td>CHCORG16A</td>
</tr>
<tr>
<td>CHCORG16A</td>
<td>Manage a service organisation</td>
<td>CHCP&amp;R6A</td>
</tr>
<tr>
<td>CHCORG17A</td>
<td>Manage a service organisation</td>
<td>CHCP&amp;R7A</td>
</tr>
</tbody>
</table>

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

*BSZ401A | Plan assessment  |
*BSZ402A | Conduct assessment  |
*BSZ403A | Review assessment  |
# Units of Competency
## Aged Care Work Units and Elements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### Alignment with Mayer Key Competencies

<table>
<thead>
<tr>
<th>Levels of Competency</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Carries out established processes</td>
<td>• Manages processes</td>
<td>• Establishes principles and processes</td>
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<tr>
<td>• Makes judgements of quality using given criteria</td>
<td>• Selects the criteria for the evaluation process</td>
<td>• Evaluates and reshapes process</td>
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<tr>
<td>• Manages processes</td>
<td>• Establishes criteria for evaluation</td>
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<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Collecting Information</th>
<th>Communication</th>
<th>Planning</th>
<th>Work with Others</th>
<th>Maths</th>
<th>Solve Problems</th>
<th>Use Technology</th>
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</thead>
<tbody>
<tr>
<td>CHCAC1A</td>
<td>Provide care support to aged people</td>
<td>1</td>
<td>3</td>
<td>1</td>
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<tr>
<td>CHCAC2A</td>
<td>Assist with aged person’s personal needs</td>
<td>1</td>
<td>3</td>
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<tr>
<td>CHCAC3A</td>
<td>Orientation to aged care work</td>
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<tr>
<td>CHCAC4A</td>
<td>Assist in the provision of an appropriate environment</td>
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<tr>
<td>CHCAC5A</td>
<td>Contribute to service delivery strategy</td>
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<td>3</td>
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<tr>
<td>CHCAC6A</td>
<td>Provide services to aged people</td>
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<tr>
<td>CHCAC7A</td>
<td>Ensure duty of care is provided</td>
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<tr>
<td>CHCAC8A</td>
<td>Monitor services to aged people</td>
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<tr>
<td>CHCAC9A</td>
<td>Coordinate service provision programs</td>
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<tr>
<td>CHCAC10A</td>
<td>Develop a service delivery strategy</td>
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<tr>
<td>CHCAC11A</td>
<td>Safeguard the rights and needs of aged people</td>
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<tr>
<td>CHCAC12A</td>
<td>Provide services to meet aged people’s personal needs</td>
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<tr>
<td>CHCAC13A</td>
<td>Coordinate work in the aged care sector</td>
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</tbody>
</table>
## CHCAC1A Provide care support to aged people

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

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

### Range of variables

When self introduction occurs, the following may need to be considered:

- cultural background of aged person
- customs familiar to aged person
- any physical or mental problems which may hinder communication, such as deafness, dementia
**Individual differences may be:**
- culture
- age
- economic
- social
- gender
- physical
- emotional
- intellectual
- language
- spiritual

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

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

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

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

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

**Evidence guide**

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

**Interdependent assessment of units:**
- this unit can be assessed with CHCCOM1A “Communicate with people accessing the services of the organisation”
Underpinning knowledge:
- relevant plan of care and own role and responsibilities within it
- relevant policies, protocols, and practices of the organisation in relation to own work activities
- basic understanding of the importance of social, recreational and cultural activities for aged people
- common health problems of aged people and their effects
- basic knowledge of processes of ageing
- different religious, cultural, spiritual, physical and ceremonial perspectives
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg.24) regarding the following:
  - alcohol and other drugs
  - cultural and linguistic diversity
  - risk of self harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islanders
  - mental health

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

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

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

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

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

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

Range of variables

*Personal needs may include providing assistance with:*
- daily living including:
  ◊ maintaining personal safety
  ◊ communication (speech, writing, non-verbal communication)
  ◊ eating and drinking
  ◊ eliminating
  ◊ breathing
  ◊ mobilising and transferring (moving from place to place and position to position)
  ◊ attending to personal hygiene (bathing, laundering personal linen)
  ◊ dressing and undressing
  ◊ attending own spiritual needs
  ◊ grooming and expressing sexuality
- physical/instrumental activities of daily living:
  ◊ accessing education and employment
  ◊ accessing financial resources and allowances
  ◊ paying bills and regular outgoings
  ◊ shopping
  ◊ preparing meals
  ◊ climbing stairs
  ◊ maintaining household (cleaning, laundry, decor, repairs)
• travelling by private and public transport
• interacting with others and socialising
• accessing leisure, recreational and sporting activities
• assisting with self-administration of medication according to:
  ◦ organisational practice and policy
  ◦ government regulation, policy and legislation
  ◦ instructions of the client, their advocate and/or the relevant professional/key worker
• physical comfort and rest

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

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

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

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

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

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

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

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

Evidence guide

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

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

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

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

Underpinning skills:
• oral communication skills (language competence) required to fulfil job roles as specified by the organisation/service. Oral communication skills include asking questions, clarifying
understanding of aged person’s preferences, and expressing encouragement in oral
communication. Service/organisation may require competence in English or community
language, depending on client group.
• reading and writing skills (literacy competence) required to fulfil job roles as specified by
organisation/service. The level of skill may range from the ability to write short messages or
a shopping list, to assisting aged person with banking, reading of mail etc.
Service/organisation may require competence in a language other than English, depending
on client group.
• basic counselling

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

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

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

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

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

Range of variables

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

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

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

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

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

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

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

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

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

*Interests may include:*
• financial
• accommodation
• services
• recreation

*Needs may include:*
• personal
• security
• safety
• recreational
• social

*Legal responsibilities include:*
• legislation
• regulations

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

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

*Uncharacteristic behaviours may include:*
• agitation
• aggression
• sleeplessness
• withdrawal
• disorientation
• confusion

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

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

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

Evidence Guide

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

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

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

- knowledge of own role and responsibilities
- knowledge of risk management strategies and infection control, pressure area management

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

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

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

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

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

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

Range of variables

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

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

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

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

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

Evidence guide

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

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

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

Underpinning knowledge:
- relevant plan of care and own role and responsibilities within it
- relevant policies, protocols, and practices of the organisation in relation to own work activities
- basic understanding of the importance of social, recreational and cultural activities for aged people
- common health problems of aged people and their effects
- basic knowledge of processes of ageing
- identification of the main needs of aged people
- different religious, cultural, spiritual, physical and ceremonial perspectives
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
  ◊ alcohol and other drugs
  ◊ cultural and linguistic diversity
  ◊ risk of self harm
  ◊ women
  ◊ men
  ◊ community education
  ◊ Aboriginal and Torres Strait Islanders
  ◊ mental health

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

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

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

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

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

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

Range of variables

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

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

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

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

Evidence guide

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

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

Underpinning knowledge:
• relevant plan of care and own role and responsibilities within it
• roles and responsibilities of other health workers
• relevant policies, protocols, and practices of the organisation in relation to own work activities
• common health problems of aged people and their effects
• basic knowledge of processes of ageing
• identification of the main needs of aged people
• different religious, cultural, spiritual, physical and ceremonial perspectives

depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
◊ alcohol and other drugs
◊ cultural and linguistic diversity
◊ risk of self harm
◊ women
◊ men
◊ community education
◊ Aboriginal and Torres Strait Islanders
◊ mental health

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

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

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

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

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

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

Range of Variables

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

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

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

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

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

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

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

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

**Evidence guide**

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

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

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

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

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

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

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

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

Range of variables

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

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

Rights include principles expressed in:
• charters of rights  
• outcomes standards documents  
• general human rights  
• freedom from discrimination  
• freedom of information
Rights may be detailed in:
- resident handbooks
- mission statements

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

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

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

Legal responsibilities include:
- legislation
- regulations

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

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

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

• health
  ◊ skin integrity
  ◊ illness
  ◊ substance abuse

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

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

Evidence Guide

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

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

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

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

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

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

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

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

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

Range of variables

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

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

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

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

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

Evidence Guide

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

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

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

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

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

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

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

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

Range of Variables

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

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

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

Special needs may relate to:
- substance abuse

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

Evidence Guide

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

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

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

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

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

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

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

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

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

Factors which affect abilities to carry out activities of daily living may include:
- health
- mobility and its decline
- illness
- smoking
- diet
- exercise
- weight
- occupational exposure
- sexual activity
- alcohol
- sunlight exposure
- social factors
- psychological factors
- environment
- behavioural difficulties
- wandering
- aggression

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

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

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

Information provided to the aged person and the aged person’s carer to facilitate an informed choice may be relayed:
- verbally or in writing

Clinical records and case history may include:
- all records related to the aged person’s health status
- assessments
- plans of care
- progress notes
- test results
- continence management charts
- activities programs

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

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

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

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

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

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

Evidence Guide

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

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

Underpinning knowledge:
- organisational policies and practices
- common health problems and their effects
- statements of rights, eg. relevant outcomes standards documents
- common risks to aged person’s safety
- own role and responsibilities
- the role and responsibilities of other health workers
- the role and availability of home maintenance and modification services
- occupational health and safety
- funding program guidelines
- social and political context of aged care services
- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
  - alcohol and other drugs
cultural and linguistic diversity
risk of self harm
women
men
community education
Aboriginal and Torres Strait Islanders
mental health

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

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

Consistency in performance:
• assessment could be conducted in one time period but must include a range of client needs

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

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

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

**Range of variables**

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

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

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

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

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

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

Evidence Guide

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

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

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

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

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

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

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

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

Range of Variables

*Wellbeing may include:*

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

*Client service delivery includes:*

- direct care and support, provision of information, referral to relevant organisations and application of existing organisational services
Personal needs may include:

- hygiene and toileting
  ◊ bathing
  ◊ showering
  ◊ hair and scalp
  ◊ oral
  ◊ skin integrity
  ◊ dressings
  ◊ continence management
- nourishment
- hydration
- mobility
- physical comfort
  ◊ sleep
  ◊ rest
  ◊ pain management
- emotional needs
- information
- exercise
- transport
- shopping
- personal appearance
  ◊ clothing/dressing
  ◊ shaving
  ◊ nail care
  ◊ jewellery
- financial
- access to
  ◊ aids
  ◊ equipment
  ◊ services
  ◊ shops
  ◊ resources
- sending and receiving mail

Services may include:

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

Reporting may include:

- irregularities in dietary management
- continence management difficulties
- concerns regarding skin integrity
• adverse medication effects

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

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

Evidence guide

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

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

Underpinning knowledge:
• relevant plan of care and own role and responsibilities within it
• relevant policies, protocols, and practices of the organisation in relation to own work activities
• major components of different systems of the body
• common health problems of aged people and their effects
• processes of ageing
• reasons why some aged people are vulnerable to malnutrition and dehydration
• causes, implications and treatment of loss of skin integrity
• causes, implications and treatment of incontinence
• causes, implications and treatment of dementia
• main reasons for errors in medication administration and consequences of incorrect use of medication
• relevant medication guidelines such as:
  ◊ Australian Pharmaceutical Advisory Council, Integrated Best Practice Model for Medication Management in Residential Aged Care Facilities, Feb 1997 (this contains the following document)
  ◊ Australian Nursing Federation Royal College of Nursing Australia Geriaction, Nursing Guidelines for Medication Management in Nursing Homes and Hostels, 1997
  ◊ NSW Health Department, Circular 97/10 Guidelines for the Handling of Medication in Community Based Health Services and Residential Facilities in New South Wales, Jan 1997
Aged Care Victoria, *The Administration of Hostel Medication*, Nov 1996

- depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
  - alcohol and other drugs
  - cultural and linguistic diversity
  - risk of self harm
  - women
  - men
  - community education
  - Aboriginal and Torres Strait Islanders
  - mental health
  - principles of effective client service delivery
  - specific services available and provided

**Underpinning skills:**

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

**Resource implications:**

- access to appropriate workplace where assessment can be conducted

**Consistency in performance:**

- it is recommended that assessment be conducted over a period of time based on a range of aged person’s needs and services, or
- information for assessment must be gathered that covers a period of time and is based on a range of aged person’s needs and services (eg. testimonials, portfolios etc)

**Context of assessment:**

- this unit will be most appropriately assessed in the workplace under the normal range of workplace conditions
CHCAC13A Coordinate work in the aged care sector

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

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

Range of Variables

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

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

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

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

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

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

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

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

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

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

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

Evidence Guide

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

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

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

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

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

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