SKILLSIQ

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Individual Support, Ageing and Disability Support Training Package Products

Draft 1 Consultation Guide

February 2021

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Introduction

SkillsIQ is a not-for-profit Skills Service Organisation (SSO) supporting industry in developing standards to equip the people-facing workforce with the right skills for jobs now and into the future. SkillsIQ is funded by the Department of Education, Skills and Employment to support the Industry Reference Committees (IRCs) responsible for the development and maintenance of training packages in the following sectors:

- Community Services
- Health
- Local Government
- Public Sector
- Floristry
- Hairdressing and Beauty Services
- Funeral Services
- Retail Services
- Sport, Fitness and Recreation
- Tourism, Travel and Hospitality.

IRCs drive the process of training package development and are made up of people with experience, skills, and knowledge of their particular industry sector. IRCs are responsible for the provision of strategic input and advice that represents the needs of their workforce and ensuring training package products reflect these needs.

Project Background

The *Certificate III in Individual Support*, first introduced in 2015, brought together previous Certificate III qualifications in the areas of Aged Care, Disability Support and Home & Community Care. It reflects the role of workers who may work in a residential or community care setting with clients who require personalised support due to ageing, disability, or other reasons. They may provide a range of support according to the individual needs of the client, including personal care, mealtime support, support for management of chronic conditions or disabilities, mental health and emotional and social wellbeing supports, palliative care, medication support and more to assist in achieving clients' individual health goals. Along with the *Certificate IV in Ageing Support* and the *Certificate IV in Disability*, the *Certificate III in Individual Support* forms a fundamental part of the training for workers in these important areas.

During the consultation conducted by the Aged Care Workforce Taskforce in development of its report *A Matter of Care – Australia's Aged Care Workforce Strategy* released in September 2018, feedback was received that the current *Certificate III in Individual Support (Ageing)* was not adequately meeting the skills needs of workers and employers in the aged care sector, thereby jeopardising the quality of care. Various reasons were given for this, but one of the most common was that the packaging rules of the generic qualification allowed for poor elective selection, resulting in graduates that did not have the requisite skills.

In response to the recommendations of the strategy, the Aged Services IRC was formed and tasked with developing a stand-alone and specialised qualification for entry level workers in the aged care sector. This would equip workers with the skills required to work effectively in the sector and provide quality care to their clients.

As a result of the stakeholder recommendations in response to Drafts 1 and 2 of the stand-alone aged care qualification proposed in 2019, and following feedback from the Disability Support IRC (which recommended that a single qualification with core units of competency common to both sectors and specialised elective streams for aged care and disability support for use by workers in the Aged Care and Disability Support sectors was more appropriate), the Aged Services IRC did not pursue the stand-alone qualification.

The Aged Services IRC instead made minor changes to the elective requirements for achievement of the *Certificate III in Individual Support (Ageing)* during 2020. This resulted in a significant reduction in the number of elective unit options available in order to complete the Ageing specialisation, to ensure the electives selected are much more targeted towards the skills workers will need in the Aged Care sector.

While monitoring the progress of the Royal Commission into Aged Care Quality and Safety, the outcomes of which are also expected to have workforce impacts in regard to the manner in which care is provided, in 2020 the Aged Services IRC issued a series of four Discussion Papers to gain further insight into key areas of skills and training within the Aged Care sector. More information on these discussion papers may be found on the Aged Care IRC Project Page.

The introduction of the National Disability Insurance Scheme (NDIS) has allowed people living with disability greater choice and control over their lives, which has in turn led to an increase in workforce demand, as well as greater demand for personalisation of care. This has meant that disability service providers now more than ever before require a diversity of skills and personal characteristics among their workers to match the diversity of the client base. Current challenges in the disability education sector include criticisms of the current *Certificate III in Individual Support (Disability)*, and further investigation has highlighted ongoing issues concerning how the training is implemented, as opposed to the content that is being delivered.

The Training Package Products that cater to the disability support sector are now undergoing a major review and update, post-implementation of NDIS and consumer-directed care and taking account of the current Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability.

During 2020, the Disability Support IRC invited comment and feedback on some major challenges facing the Disability Support sector in regard to the delivery of training, via a Discussion Paper which identified a number of key issues and posed a series of questions to determine potential solutions that could be considered when updating the Training Package Products. The paper focused on the delivery of education within the VET sector and included reference to the *Certificate III in Individual Support* and *Certificate IV in Disability*.

It explored numerous avenues in order to build a picture of the state of the Vocational Education and Training (VET) sector in terms of the delivery of education and the implementation of this education into work-ready skills in the Disability Support sector. More information on this discussion paper may be found on the Disability Support IRC Project Page.

The update of the *Certificate III in Individual Support* will be conducted alongside the *Certificate IV in Ageing Support* and *Certificate IV in Disability*. While all three of these Qualifications fall under the remit of the Direct Client Care and Support IRC, the Ageing Services IRC and Disability Support IRCs will be working collaboratively with the Direct Client Care and Support IRC to undertake the review and update of the Training Package Products.

Draft 1 Qualifications and Units of Competency have been developed based on the feedback obtained over the last 18 months from the various discussion papers released by the Disability Support and Aged Services IRCs and scoping feedback gained by the Direct Client Care and Support IRC in 2020 in regard to the Training Package Products.

However, it is still early in the project and there are still a number of areas where the IRCs are seeking your input to ensure that the qualifications and units of competency meet the needs of the various industry sectors in which they will be used. To this end, we have supplied a list of key questions around which we are seeking comment later in this guide. We reiterate that this is a first draft and therefore is a most critical time for you to provide your feedback in order to ensure that it can be taken into account in the ongoing development of the Training Package Products.

Updates and Changes to the Training Package Products

A number of changes have been proposed in Draft 1 of the updated Training Package Products as outlined below.

Qualifications – Key Changes

Certificate III in Individual Support

The *Certificate III in Individual Support* has had the packaging rules updated, as a result of the merging of certain units of competency and the inclusion of the unit *HLTINF001 Comply with infection prevention and control policies and procedures* in the core of the qualification. It now comprises a total of 13 units of competency with nine core units and four electives.

These electives may be drawn from three groups.

- Group A – Ageing contains two units, which may be completed to achieve the Ageing specialisation for the qualification.
- Group B – Disability contains two units which may be completed to achieve the Disability specialisation for the qualification. A learner may complete all four Group A and Group B units to achieve both specialisations in the same qualification.
- Group C – Other electives group from which elective units may be drawn.

No electives may be imported.

The Home and Community specialisation has been removed, as updates to units of competency now allow for the skills and knowledge to be gained and used in a range of residential and community settings, including a person's home, a residential facility or a group home for example. The unit *CHCHCS003 Coordinate and monitor home based support* has been updated to *CHCCCS039 Coordinate and monitor home based support* and retained in the *Certificate IV in Ageing Support* and *Certificate IV in Disability Support* elective banks.

The unit *CHCHCS001 Provide home and community support services* has been deleted as the skills and knowledge were either covered in other units of competency or have been included where required.

The electives in all three groups have been reviewed and many electives that were considered superfluous to the job role of a Certificate III level personal care worker have been removed, to ensure that all electives chosen, contribute to a valid work outcome.

The qualification description has been updated to reflect the job role of a personal care worker at Certificate III level.

Certificate IV in Ageing Support

The *Certificate III in Individual Support* has been added as an entry requirement for the *Certificate IV in Ageing Support*.

The packaging rules have been updated to reflect the new entry requirement and core units in the *Certificate III in Individual Support* have been removed from the core of the *Certificate IV in Ageing Support*. This, along with merging of certain units and moving of four current core units to the elective bank has resulted in a total number of 10 units required to complete the qualification, with six core and four electives. One elective may be imported.

HLTWHS003 Maintain work health and safety has relaced *HLTWHS002 Follow safe work practices for direct client care* in the core of the qualification.

The changes to the core units, along with the entry requirement see the workplace hours for assessment requirement for the qualification removed, as the unit that formerly contained the 120 hours is a core unit in the *Certificate III in Individual Support* and as such is not included in the core of the *Certificate IV in Ageing Support*.

The elective list has been reviewed and many electives that were considered superfluous to the job role of a Certificate IV level worker have been removed, to ensure that all electives chosen, contribute to a valid work outcome.

The qualification description has been updated to reflect the job role of a worker at Certificate IV level.

Certificate IV in Disability Support

The *Certificate III in Individual Support* has been added as an entry requirement for the *Certificate IV in Disability Support*.

The title of the qualification has been updated to Disability Support to reflect the role of the worker.

The packaging rules have been updated to reflect the new entry requirement and core units in the *Certificate III in Individual Support* have been removed from the core of the *Certificate IV in Disability Support*. This, along with merging of certain units has resulted in a total number of 10 units required to complete the qualification, with seven core and three electives. One elective may be imported.

Unit HLTWHS003 Maintain work health and safety has replaced *HLTWHS002 Follow safe work practices for direct client care* in the core of the qualification.

Given the addition of the entry requirement and changes to the unit *CHCDIS016 Develop and provide person-centred responses*, the number of workplace hours for assessment in this unit have been reduce down to 60 hours, meaning that the number of workplace hours for assessment required to complete the qualification is reduced from 120 to 60.

The elective list has been reviewed and many electives that were considered superfluous to the job role of a Certificate IV level worker have been removed, to ensure that all electives chosen, contribute to a valid work outcome.

The qualification description has been updated to reflect the job role of a worker at Certificate IV level.

Units of Competency – Key Changes

Global Changes

The content of the units has been amended to reflect current industry practice and to meet job role expectations. The amendments include the following:

- **Terminology:** terminology used across the units has been amended to reflect current industry requirements
- **Titles:** Titles of units have been changed to better reflect their content
- **Application statements:** Application statements have been amended to reflect the requirements set out in the unit where changes have occurred.
- **Elements:** Elements have been updated where required and, in some instances,, added and/or removed
- **Performance Criteria:** Performance Criteria have been updated where required and in some instances, added and/or removed
- **Performance Evidence:** Performance Evidence has been strengthened to better match the Elements and Performance Criteria and the expectations of industry in regard to demonstration of competency.
- **Knowledge Evidence:** Knowledge Evidence has been updated to better support the Elements, Performance Criteria and Performance Evidence
- **Assessment Conditions:** Assessment Conditions have been updated to clarify expectations in relation to assessment including location, equipment, and assessor requirements.
- **Codes:** Unit codes have changed as the Training Package Products are being submitted for endorsement, in line with Training Package policy and also where units have been merged.

Specific Changes

- Units have been updated to ensure focus on the person being supported and their needs and preferences and language has been amended to reflect "the person" for consistency across units (instead of a mix of client, participant, individual, etc.)
- The use of and role of assistive technology has been included across a range of units at Certificate III and Certificate IV level to ensure that this important aspect of care is sufficiently covered.
- Content on restrictive practices has been added to the two CHCDIS units relating to behaviour support plans.
- *CHCAGE007 Facilitate the empowerment of older people* and *CHCDIS018 Facilitate the empowerment of people with disability* have been merged to form *CHCCCS038 Facilitate the empowerment of people receiving support.*
- *CHCCCS011 Meet personal support needs* and *CHCCCS015 Provide individualised support* have been merged to form CHCCCS031 Provide individualised support.
- *CHCAGE002 Implement falls prevention strategies* has been updated to *CHCAGE008 Implement falls prevention strategies* and packaged in the *Certificate IV in Ageing* qualification and a new unit *CHCAGE007 Recognise and report risk of falls* has been developed and packaged in the *Certificate III in Individual Support.*
- *CHCDIS004 Communicate using augmentative and alternative communication strategies* has been updated to *CHCDIS015 Develop and implement strategies for communication using augmentative and alternative communication systems* and packaged in the *Certificate IV in Ageing Support* and the *Certificate IV in Disability Support*
- A new unit *CHCDIS014 Assist with communication using augmentative and alternative communication methods* has been developed and packaged in the *Certificate III in Individual Support* and the *Certificate IV in Ageing Support.*

- *CHCAGE006 Provide food services* has been updated to meet the needs of individuals serving or supplying meals to diners. The content on meal preparation and stock control has been removed and is the subject of a specific question later in this consultation guide. The code has changed to *CHCAGE012 Provide food services.*
- *CHCAGE005 Provide support to people living with dementia* has been updated to *CHCAGE011 Provide support to people living with dementia* and packaged in the Ageing specialisation of the Certificate III in Individual Support. There is a specific question relating to the skills required of a Certificate IV level worker in regard to dementia care later in this consultation guide.

It is noted that while updates to the current Training Package Products have ensured that the principles of the NDIS Workforce Capability Framework and the Aged Care Quality Standards are incorporated, these documents are not specifically referenced. This is to ensure that regardless of any changes to nomenclature or terminology around them, the impact on the Training Package Products is limited. They will be specifically referenced, and links provided in the Companion Volume Implementation Guide that accompanies the completed Training Package Products.

Consultation Activities and Timelines

National consultation for Draft 1 of the new Unit is open from **Monday 15th February to Friday 12th March 2021**. During this period input will be sought on the following Training Package Products relating to individual support, ageing and disability support:

- Three qualifications
- 27 Units of Competency and associated Assessment Requirements

SkillsIQ will be undertaking a number of key activities to engage industry stakeholders and VET professionals, including a series of public webinars (registration is required to attend).

Feedback can also be provided **online** via the SkillsIQ Feedback Forum, accessed at:

https://www.skillsiq.com.au/FeedbackForum/TrainingPackages1/CHCCommunityServices/IndividualSupportDraft1

When accessing the Online Feedback Forum, please first refer to the "How To" guide located on the page. It will provide directions for leaving and submitting comments.

A list of questions has been provided later in this guide to assist you in framing your feedback and to ensure that the IRCs gain input in several important areas.

Further details may be seen on the following project pages relating to the three IRCs involved:

- Direct Client Care and Support IRC
- Aged Services IRC
- Disability Support IRC

Following the close of the consultation period, feedback received will be collated and evaluated by the IRCs. This feedback will inform the development of Draft 2 for validation.

To remain up to date with project developments, subscribe to SkillsIQ at:
http://www.skillsiq.com.au/Subscribetoournewsletter.aspx

About this Consultation Guide

This guide, which should be read in conjunction with the applicable Draft Training Package Products, provides:

- A list of draft Training Package Products
- A mapping table showing relationship to current Training Package Products
- Key consultation questions on which SkillsIQ is seeking feedback to provide information to the IRC.

Contact details

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Qualifications

Qualification Code	Qualification Title
CHC33021	Certificate III in Individual Support
CHC43021	Certificate IV in Ageing Support
CHC43121	Certificate IV in Disability Support

Units of Competency and Prerequisites

Unit Code	Unit Title	Prerequisite(s)
CHCAGE007	Recognise and report risk of falls	Nil
CHCAGE008	Implement falls prevention strategies	Nil
CHCAGE009	Provide services for older people	Nil
CHCAGE010	Implement interventions with older people to reduce risk	Nil
CHCAGE011	Provide support to people living with dementia	Nil
CHCAGE012	Provide food services	Nil
CHCCCS031	Provide individualised support	Nil
CHCCCS032	Provide basic foot care	Nil
CHCCCS033	Respond to suspected abuse	Nil
CHCCCS034	Facilitate independent travel	Nil
CHCCCS035	Support people with autism spectrum disorder	Nil
CHCCCS036	Support relationships with carer and family	Nil
CHCCCS037	Visit client residence	Nil
CHCCCS038	Facilitate empowerment of people receiving support	Nil
CHCCCS039	Coordinate and monitor home-based support	Nil
CHCDIS011	Contribute to ongoing skills development using a strengths-based approach	Nil
CHCDIS012	Follow established person-centred behaviour supports	Nil
CHCDIS013	Support community participation and social inclusion	Nil
CHCDIS014	Assist with communication using augmentative and alternative communication methods	Nil
CHCDIS015	Develop and implement strategies for using augmentative and alternative communication strategies	Nil

Unit Code	Unit Title	Prerequisite(s)
CHCDIS016	Develop and provide person-centred service responses	Nil
CHCDIS017	Develop and promote positive person-centred behaviour supports	Nil
CHCDIS018	Facilitate community participation and social inclusion	Nil
CHCDIS019	Facilitate ongoing skills development using a person-centred approach	Nil
CHCDIS020	Provide person-centred services to people with disability with complex needs	Nil
CHCPAL003	Deliver care services using a palliative approach	Nil
CHCPAL004	Plan for care services using a palliative approach	Nil

Qualification Mapping

The following mapping table is provided to show the relationship of Draft 1 Training Package Products to the current Training Package Products only. It does not signify equivalence or otherwise. Equivalence status will be determined following Draft 2 validation once content of Training Package Products is confirmed.

Previous Qualification Code and Title	New Qualification Code and Title
CHC33015 Certificate III in Individual Support	CHC33021 Certificate III in Individual Support
CHC43015 Certificate IV in Ageing Support	CHC43021 Certificate IV in Ageing Support
CHC43115 Certificate IV in Disability	CHC43121 Certificate IV in Disability Support

Unit of Competency Mapping

The following mapping table is provided to show the relationship of Draft 1 Training Package Products to the current Training Package Products only. It does not signify equivalence or otherwise. Equivalence status will be determined following Draft 2 validation once content of Training Package Products is confirmed.

Previous Unit Code and Title	New Unit Code and Title
Nil	CHCAGE007 Recognise and report risk of falls
CHCAGE002 Implement falls prevention strategies	CHCAGE008 Implement falls prevention strategies
CHCAGE003 Coordinate services for older people	CHCAGE009 Provide services for older people
CHCAGE004 Implement interventions with older people at risk	CHCAGE010 Implement interventions with older people to reduce risk
CHCAGE005 Provide support to people living with dementia	CHCAGE011 Provide support to people living with dementia
CHCAGE006 Provide food services	CHCAGE012 Provide food services
CHCCCS011 Meet personal support needs and CHCCCS015 Provide individualised support	CHCCCS031 Provide individualised support
CHCCCS013 Provide basic foot care	CHCCCS032 Provide basic foot care
CHCCCS021 Respond to suspected abuse	CHCCCS033 Respond to suspected abuse
CHCCCS022 Facilitate independent travel	CHCCCS034 Facilitate independent travel
CHCCCS024 Support individuals with autism spectrum disorder	CHCCCS035 Support people with autism spectrum disorder
CHCCCS025 Support relationships with carers and families	CHCCCS036 Support relationships with carer and family
CHCCCS027 Visit client residence	CHCCCS037 Visit client residence
CHCAGE007 Facilitate the empowerment of older people and CHCDIS007 Facilitate the empowerment of people with disability	CHCCCS038 Facilitate empowerment of people receiving support
CHCHCS001 Provide home and community support services	Deleted
CHCHCS002 Coordinate and monitor home support	CHCCCS039 Coordinate and monitor home-based support

Previous Unit Code and Title	New Unit Code and Title
CHCDIS001 Contribute to ongoing skills development using a strengths-based approach	CHCDIS011 Contribute to ongoing skills development using a strengths-based approach
CHCDIS002 Follow established person-centred behaviour supports	CHCDIS012 Follow established person-centred behaviour supports
CHCDIS003 Support community participation and social inclusion	CHCDIS013 Support community participation and social inclusion
Nil	CHCDIS014 Assist with communication using augmentative and alternative communication methods
CHCDIS004 Communicate using augmentative and alternative communication strategies	CHCDIS015 Develop and implement strategies for using augmentative and alternative communication strategies
CHCDIS005 Develop and provide person-centred responses	CHCDIS016 Develop and provide person-centred service responses
CHCDIS006 Develop and promote positive person-centred behaviour supports	CHCDIS017 Develop and promote positive person-centred behaviour supports
CHCDIS008 Facilitate community participation and social inclusion	CHCDIS018 Facilitate community participation and social inclusion
CHCDIS009 Facilitate ongoing skills development using a person-centred approach	CHCDIS019 Facilitate ongoing skills development using a person-centred approach
CHCDIS010 Provide person-centred services to people with disability with complex needs	CHCDIS020 Provide person-centred services to people with disability with complex needs
CHCPAL001 Deliver care services using a palliative approach	CHCPAL003 Deliver care services using a palliative approach
CHCPAL002 Plan for and provide care services using a palliative approach	CHCPAL004 Plan for care services using a palliative approach

Questions for consideration

Below are two lists of questions. The first are general questions you can use to guide your feedback on the draft Qualifications and Units of Competency available for viewing on the SkillsIQ Online Feedback Forum, located here.

The second is a list of specific questions relating to key issues or areas where Units of Competency are yet to be developed. A word document template for providing your feedback on this second list of important questions is available at the bottom of the Feedback Forum page, located here.

General Questions

Please consider these questions when providing your feedback on the draft Training Package Products on the SkillsIQ Online Feedback Forum.

Qualification

- Does each qualification reflect the skills and knowledge required by the job outcome at that level? Does the Qualification Description accurately describe this?
- Are the core units appropriate and required by all workers in these roles?
- Is there sufficient flexibility through electives to allow for diverse work contexts?
- Are there any units that should be added to the core or electives of the qualifications?
- Are there any units that should be removed?
- Are there any skills gaps that need to be addressed?
- Are the Entry requirements at Certificate IV level appropriate?

Units of competency

- Are all draft units required? Should any be deleted?
- Are there any essential prerequisites that should be nominated?

Title and Application statement - units of competency

- Does the title reflect the skill being described? Could any be changed to better indicate what the unit covers?
- Does the application statement provide a clear and accurate description of the skill being described?

Elements and Performance Criteria

- Do the elements and performance criteria accurately describe what people do providing individual support, aged care and disability support services? If not, what could be added?
- Do the performance criteria adequately describe the level of proficiency?

Performance Evidence

- Would the types of evidence prove that a person is competent in all the unit outcomes, including performance criteria, foundation skills and knowledge?
- Is the suggested volume (sufficiency) of evidence appropriate? Too little, too much?
- Are the statements clear? Would assessors understand exactly what they must do?

Knowledge Evidence

- What is the essential knowledge required of an individual in order to perform the tasks described in the performance criteria? Is the knowledge evidence requirement specific enough?
- Is there anything which should be added or deleted?
- What is the breadth and depth of knowledge required? Is this described well enough to assist assessors to understand the scope?

Assessment Conditions

- Are the nominated environments appropriate?
- Are the statements clear? Would assessors understand what they must provide for assessment?

Specific Questions

As these questions below relate to Training Package Products that have not yet been drafted, you can submit your feedback on these key questions using the template available at the bottom of the Feedback Forum page, located here.

1. Orientation to working in industry

- Should a new unit/s be developed to provide an orientation to working in the aged care or disability sector?

This may include for instance, development of a contemporary view on ageing and support for the older person, responding to the changes in the anatomy and physiology that are a function of normal ageing, understanding of a range of different types of disability and functional capacity, services structures that are available to support older people, etc.

- If such a unit was developed, what do you think it should include and should it be a single unit or two separate units – one for ageing and one for disability support?

2. *HLTAAP001 Recognise healthy body systems* in core of Certificate III in Individual Support

The relevance and appropriateness of continuing to include *HLTAAP001 Recognise health body systems* in the core of the *Certificate III in Individual Support* has been questioned. This unit is from the HLT Health Training Package and cannot be amended in this project.

- Should this unit be removed from the core of the Certificate III and if so, how should the content regarding basic level anatomy and physiology that is required by a personal care worker be reflected?
- Is this something that could be included in a potential orientation to working in industry unit as outlined in question one? Is it better to retain the HLTAAP001 unit as currently included? Or should a new unit be developed that covers human body systems to support personal care or similar?

3. Potential merge of CHCCCS031 and CHCCCS023

The updated *CHCCCS031 Provide individualised support* unit merges the existing *CHCCCS011 Meet personal support needs* and *CHCCCS015 Provide individualised support*. There has been feedback that indicates this could be further merged with relevant content from *CHCCCS023 Support independence and wellbeing*.

- Would you be supportive of merging the content of this additional unit? Why, or why not?

4. Meal preparation skills and knowledge

The updated unit *CHCAGE012 Provide food services* now focuses on food safety, assembly and delivery of meals and clearing of trays and other equipment.

- Should a new unit/s relating to meal preparation be developed and what should this unit contain?
- To what extent is a personal care worker at Certificate III or IV level going to be engaging in food preparation?
- What skills and knowledge will they need? Suggestions include allergen management, texture modification of food, nutrition and specific diets, cooking in a person's home etc.
- Should these areas be covered in a new unit/s or is this content already covered in existing units? If so, which ones?

5. Mealtime management and meal consumption

- Should a new unit/s be developed in regard to mealtime management and meal consumption and if so, what skills and knowledge should this contain?

Stakeholder suggestions have included use of modified utensils, provision of physical or other assistance with eating and drinking, provision of a conducive atmosphere for meal consumption, etc.

- Should these areas be covered in a new unit/s or could this content be included in existing draft units? If so, which ones?

6. NDIS Support Coordinator Role

Content relating to the NDIS Support Coordinator role is to be included at the Certificate IV level. New unit/s are needed to provide the skills and knowledge for this role in addition to the current Training Package content.

- What specific skills and knowledge should these units contain?

7. Assistive Technology

- As assistive technologies are essential all aspects of caring for older people and people with disability, how should the use of assistive technology be included in the Training Package Products?
- It has been included across a range of the proposed units. Are there other units in which it should be included and how should the skills and knowledge be reflected?

8. Restrictive Practices

The use of restrictive practices is an essential area of knowledge in disability support, particularly given the tight legislative guidelines that exist around use of these practices. It is currently reflected in the two units in the disability support group which relate to behaviour plans. However, neither of these are mandatory in the *Certificate III in Individual Support*, meaning that a learner may progress through the qualification without covering this aspect.

- Should restrictive practices be included in other units of competency and if so, which ones?
- Could restrictive practices be included in an orientation to working in industry unit for the disability sector as outlined in question one?

9. Provision of specialised support in disability support

- Should additional unit/s be developed around provision of specialised support for disability support workers?
- If so what areas of specialised disability support and attendant skills and knowledge should be covered? Is this appropriate for a Certificate III or IV level worker?

10. Responses to Abuse

- Is sufficient content included in the unit *CHCCCS033 Respond to suspected abuse*?
- How is responding to suspected abuse different to responding to actual abuse and what are the skills and knowledge required to do this?
- Is it appropriate for a worker at Certificate III or Certificate IV level to be undertaking an investigation as outlined in the unit?
- Does an additional unit need to be developed around responding to actual abuse and investigations and if so, what skills and knowledge should this unit contain?

11. Oral Health electives

Most of the oral health units have been removed from the elective groups, as the IRCs did not see these as relevant for the role of a personal care worker. *CHCOHC003 Apply and manage use of basic oral health products* remains in the electives.

- Should this unit also be removed given that basic oral health would be a part of meeting daily personal support needs and therefore covered in other units?
- Should other existing units be included in the electives in regard to oral health? If so, which ones and why?
- Should a new oral health unit for aged care or disability be developed and if so what skills and knowledge should this unit contain?

12. CHCDIS035 Support people with autism spectrum disorder

- Should the use of diagnostic tools be removed from this unit of competency?
- Would personal care workers at Certificate III or IV level be using these tools?

13. *CHCCCS026 Transport individuals* and *TLIC3011 Transport passengers with disabilities*

Stakeholder feedback indicated that the language and content of *TLIC3011 Transport passengers with disabilities* is inappropriate and that there is duplication between the two units.

- Could the relevant content of *TLIC3011 Transport passengers with disabilities* be brought into *CHCCCS026 Transport individuals* and subsequently TLIC3011 removed from the elective bank?
- If so, what content from TLIC3011 should be retained/moved across to CHCCCS026?

14. Certificate IV in Ageing electives – Dementia

- Should a new unit be developed to provide Certificate IV level workers with additional skills and knowledge to that in the unit currently packaged at Certificate III level, in regard to providing dementia care?
- If so what skills and knowledge should the unit contain?

15. Certificate IV in Ageing electives – Leadership

- Are additional electives around leadership skills required in the *Certificate IV in Ageing*?
- If so, are these existing units of competency (please specify) or new units? If new, what skills and knowledge should the unit/s contain?

16. HLTHPS007 Administer and monitor medications

This unit is an elective in both the *Certificate IV in Disability Support* and *Certificate IV in Ageing Support*. Stakeholder feedback indicated that this unit is inappropriate for use at Certificate IV level due to the scope of the job role, jurisdictional restrictions on the administering of medications and the additional skills and knowledge that is required over and above what is in this unit and it should be removed from the elective banks of the two Certificate IV qualifications.

- Do you agree or disagree and why?
- Should it be removed from one and not the other and why?

17. Mental health and comorbidities

- Should a new unit be developed for workers at Certificate IV level with content relating to mental health and comorbidities?
- If so, what skills and knowledge should this unit contain?

18. Pathways following completion of Certificate IV qualifications

Strong and positive feedback was received in response to earlier discussion papers regarding the building and strengthening of clear pathways in areas such as allied health, nursing and diversional streams.

- What other qualifications (VET or higher education) do you see as the priority pathways for people who have completed a *Certificate IV in Ageing Support* or a *Certificate IV in Disability Support*?
- Are the current draft qualifications structured to help direct graduates into these pathways?
- If not, what could be changed about the draft qualifications to better assist graduates at Certificate IV level to pursue pathways into these priority areas? (this may relate to the structure of the qualification, the choice of core or elective units, etc.)

Thank you for your input into this important project. Please do not hesitate to contact SkillsIQ should you have any queries or any difficulties accessing the information in this guide and providing your feedback.

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Appendix A: Training Package Unit of Competency Terminology Guide

Units of Competency specify the skills and knowledge a learner needs in order to complete a work task. Each Unit of Competency has associated Assessment Requirements, which detail what a learner must demonstrate and know, in order to be deemed competent, along with any special conditions which apply to the assessment of competency.

UNIT CODE	Unique code which identifies the Unit of Competency
UNIT TITLE	The unit title is a brief statement of the outcome of the Unit of Competency, i.e. what is the task that they will be able to complete once they are deemed competent.
APPLICATION	The application summarises: • the content of the Unit of Competency and the skill area it addresses • any relationship with other Units of Competency • any licensing requirements or relevant legislation • elaborates the Unit of Competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.
PREREQUISITE UNIT	Prerequisites are other Units of Competency or in some cases licences, etc. that a learner must complete before undertaking this Unit of Competency. This may be in order to provide underpinning skills or knowledge that is essential for a learner to undertake this Unit.
ELEMENTS	The Elements are the basic themes of the Unit of Competency. They describe the significant functions that form part of the work task that the Unit of Competency covers.
PERFORMANCE CRITERIA	The Performance Criteria specify the required steps that enable the learner to undertake the work task.
Assessment Requirements	
PERFORMANCE EVIDENCE	Identifies what a learner must demonstrate in order to be deemed competent at the work task.
KNOWLEDGE EVIDENCE	Identifies what a learner needs to know in order to perform the work task effectively.
ASSESSMENT CONDITION	Assessment Conditions provide the context for the Unit of Competency, describing essential operating conditions that must be present for assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. It may specify any of the following: • conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment or tools • whether or not the Unit must be assessed in the workplace or may also be assessed via simulation • resource implications, for example access to particular equipment, infrastructure or situations. • any required characteristics of the assessor, e.g. must hold a higher qualification in that field, etc.