Competency Standards for Vocational Qualifications (CVQ)

CCHSPC3006 CVQ Level 3 – Pre-Hospital Care (Emergency Medical Technician)

Unit Code	Unit Title	Mandatory/ Elective
HS00101	Recognize and respond to a physiological or psychological human crisis	Mandatory
HS00102	Conduct patient assessment (basic)	Mandatory
HS00103	Identify and administer approved physiological and/or psychological management technique (basic)	Mandatory
HS00104	Manage the scene of an accident or mass casualty	Mandatory
HS00105	Immobilize, remove and transport patient(s)	Mandatory
HS00106	Collect, evaluate and report patients' medical history	Mandatory
HS00107	Operate and maintain ambulance	Mandatory
HS00108	Perform duties within the medico legal framework	Mandatory
HS00109	Apply learned models of patient care to emergency situations	Mandatory
HS00110	Recognize healthy body systems in a health care context (basic)	Mandatory
HS00111	Apply personal development principles to health care	Mandatory
HS00117	Contribute to a harmonious and efficient work environment	Mandatory
HS00118	Deliver and monitor quality service to customers	Mandatory
CSETDP0014A	Train small groups	Mandatory
HS00113	Conduct patient assessment (intermediate)	Mandatory
HS00114	Identify and administer approved physiological and/or psychological management technique (intermediate)	Mandatory
HS00116	Recognize healthy body systems in a health care context (intermediate)	Mandatory
HS00125	Deliver training sessions	Mandatory
HS00126	Supervise work teams	Mandatory
HS00119	Support elderly persons to meet their emotional and psychosocial needs	Elective
HS00120	Provide care for persons with HIV/AIDS and other communicable diseases	Elective
HS00121	Prepare and care for clients scheduled for diagnostic and medical procedures	Elective

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CSAHCA0112A	Provide support to persons with disabilities	Elective
HS00122	Support a workplace learning environment	Elective
HS00123	Support continuous improvement systems and processes	Elective
HS00124	Maintain workplace safety	Elective

CCHSPC3002 CVQ - Pre-Hospital Care (Emergency Medical Technician-Basic) Level 3

Description: This qualification covers workers who provide basic emergency medical care and transportation for critical and emergent patients who access the emergency medical system. This individual possesses the basic knowledge and skills necessary to provide patient care and transportation. These Emergency Medical Technicians function as part of a comprehensive EMS response, under medical oversight. They perform interventions with the basic equipment typically found on an ambulance. The Emergency Medical Technician - Basic is a link from the scene to the emergency health care system.

Occupational titles for these workers may include:

- Emergency Medical Technician
- Emergency Medical Technician -Basic

To achieve full certification in **HSPC3002 Pre-Hospital Care (Emergency Medical Technician-Basic),** 17 competency units must be achieved, including all 15 mandatory units and 2 Elective units

Mandatory Units

HS00101 Recognize and Respond to a Physiological or Psychological Human Crisis
HS00102 Conduct Patient Assessment (Basic)
HS00103 Identify and Administer Approved Physiological and/or Psychological Management Technique (Basic)
HS00104 Manage the scene of an accident or mass casualty
HS00105 Immobilize, remove and transport patient(s)
HS00106 Collect, evaluate and report patients' medical history
HS00107 Operate and care for an ambulance
HS00108 Perform duties within the Medico Legal framework
HS00109 Apply learned models of patient care to emergency situations
HS00110 Recognize healthy body systems in a health care context (Basic)
HS00111 Apply personal development principles to health care
HS00117 Contribute to a harmonious and efficient work environment
HS00118 Deliver and monitor quality service to customers

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HS00126 Supervise work teams
CSETDP0014A Train small groups

Elective Units

HS00119 Support elderly persons to meet their emotional and psychosocial needs
HS00120 Provide care for persons with HIV/AIDS and other communicable diseases
HS00121 Prepare and care for clients scheduled for diagnostic and medical procedures
CSAHCA0112A Provide support to persons with disabilities

CCHSPC3003 CVQ – Pre-Hospital Care (Emergency Medical Technician-Intermediate) Level 3

Description: This qualification covers workers who provide basic and limited advanced emergency medical care and transportation for critical and emergent patients who access the emergency medical system. This individual possesses the basic and some advance knowledge and skills necessary to provide patient care and transportation. Emergency Medical Technicians – Intermediate function as part of a comprehensive EMS response, under medical oversight and perform interventions with the basic and advanced equipment typically found on an ambulance. The Emergency Medical Technician –Intermediate is a link from the scene to the emergency health care system.

Occupational titles for these workers may include:

- Advanced Emergency Medical Technician
- Emergency Medical Technician -Intermediate

To achieve full certification in **HSPC3003 – Pre-Hospital Care (Emergency Medical Technician- Intermediate) Level 3,** 18 competency units must be achieved, including all 15 mandatory units and 3 Elective units.

Mandatory Units

HS00101 Recognize and Respond to a Physiological or Psychological Human Crisis
HS00113 Conduct Patient Assessment (Intermediate)
HS00114 Identify and Administer Approved Physiological and/or Psychological Management Technique (Intermediate)
HS00104 Manage the scene of an accident or mass casualty
HS00105 Immobilize, remove and transport patient(s)
HS00106 Collect, evaluate and report patients' medical history
HS00107 Operate and care for an ambulance
HS00108 Perform duties within the Medico-Legal framework

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HS00109 Apply learned models of patient care to emergency situations
HS00116 Recognize healthy body systems in a health care context (Intermediate)
HS00111 Apply personal development principles to health care
HS00117 Contribute to a harmonious and efficient work environment
HS00118 Deliver and monitor quality service to customer
HS00125 Deliver training sessions
HS00126 Supervise work teams

Elective Units

HS00119 Support elderly persons to meet their emotional and psychosocial needs
HS00120 Provide care for persons with HIV/AIDS and other communicable diseases
HS00121 Prepare and care for clients scheduled for diagnostic and medical procedures
HS00122 Support a workplace learning environment
HS00123 Support continuous improvement systems and processes
HS00124 Maintain workplace safety
CSAHCA0112A Provide support to persons with disabilities

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HS00101: Recognize and Respond to a Physiological or Psychological Human Crisis

Unit Descriptor: This unit deals with the skills and knowledge required for responding to a human crisis. It describes the method and the work expectations associated with obtaining accurate information, documenting incoming information and responding to emergency calls, and taking approved action based on all information.

ELEMENTS CANDIDATES MUST BE ABLE TO:		PERFORMANCE CRITERIA	
1	Assess incoming information	1.1	Respond to a telephone or radio emergency call from a dispatcher immediately to obtain accurate information
		1.2	Complete the dispatch data section of the call record form completely and accurately to document incoming information
2	Implement correct response	2.1	Drive ambulance to scene of emergency safely and according to stipulated rules, regulations, driving procedures and legal requirements
		2.2	Read road maps in order to locate and arrive at the scene of emergency safely and in the shortest possible time
		2.3	Respond safely and quickly to the address or location as directed by the radio dispatcher
		2.4	Inspect visually and assess the scene upon arrival to determine safety of the scene
		2.5	Determine the mechanism of illness or injury and the total number of patients involved in the emergency according to approved assessment procedures
		2.6	Determine the need for treatment priorities according to approved assessment procedures
		2.7	Contact dispatcher, special rescue team, utility services or other responding units for additional help if necessary
		2.8	Contact receiving institution, facility or on-line medical control before ambulance arrives to ensure patient is received for treatment

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2.9 Report verbally to the responding emergency medical service (EMS) unit or communication centre on the nature and extent of injuries and the number of patients involved in the emergency

2.10 Assess patient and treat pertinent findings according to approved assessment procedures

2.11 Immobilise, remove and transport patient to the most appropriate facility using appropriate patient care technique

2.12 Record data on call record form according to company approved procedures

RANGE STATEMENT

Call record form data includes:
- dispatch data
- patient data
- assessment data
- treatment data
- documentation of death, dying statements, homicide / suicide

Mechanism of illness or injury includes:
- dashboard injury
- fall from height
- fall on hand

Treatment priorities include:
- airways
- breathing
- circulation
- spinal precautions

Assess scene includes:
- objects do not pose a physical threat
- fires do not pose an immediate threat
- humans do not pose a physical threat

Special rescue, utility services or other responding units include:
- fire, police, army personnel
- paramedics
- medical doctors
- midwives
- nurses
- hospital personnel
- allied health personnel

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UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. how to evaluate safety conditions at the scene
2. why it is necessary to check the airway of the patient
3. why it is necessary to check breathing
4. why it is necessary to check for circulation
5. why it is necessary to check for other vital signs
6. how to take vital signs

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- assess a variety of situations including:
  -life-threatening situations
  -non life-threatening situations
  -routine situations
  -situations that need to be referred
  -situations where people have difficulty in communicating their needs
- drive an ambulance according to stipulated rules and regulations
- read road maps
- inspect and assess the scene of an emergency
- determine the illness or injury of the patient
- perform all tasks according to established procedures
- report problems according to established procedures

(2) Method of Assessment

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

(3) Context of Assessment

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

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HS00102: Conduct Patient Assessment (Basic)

Unit Descriptor: This unit deals with the skills and knowledge required for conducting primary (initial) and secondary patient assessment and demonstrating rapid triage skills.

ELEMENTS CANDIDATES MUST BE ABLE TO:		PERFORMANCE CRITERIA	
1	Perform primary (initial) patient assessment	1.1	Determine the need for universal precautions according to approved assessment procedures
		1.2	Check visually for obstructions to airways and implement appropriate action if necessary
		1.3	Perform chest auscultation to determine obstructions to airways and restrictions to breathing
		1.4	Check blood circulation using approved instruments
		1.5	Determine body temperature using approved instruments
		1.6	Check for haemorrhaging and implement appropriate pre-hospital care and treatment
		1.7	Check visually for disability and implement appropriate method of treatment
		1.8	Record data on call record form according to company approved procedures
2	Perform a secondary patient assessment	2.1	Examine patient(s) visually and identify injuries to muscles, bones and local soft tissue structures
		2.2	Identify the mechanisms of an injury according to approved assessment procedures
		2.3	Expose areas of injury whilst ensuring the safety of the patient in providing emergency care
		2.4	Record data on call record form according to company approved procedures
		2.5	Perform on-going patient assessment during treatment of

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			the patient
3	Demonstrate rapid triage skills	3.1	Identify hazards on the accident scene and implement necessary safety precautions
		3.2	Conduct triage, sort out and classify priorities to determine most immediate need for treatment
		3.3	Identify priorities based on the most critical needs for patient's survival using judgment
		3.4	Search patient for medical identifications as clues in providing appropriate emergency care
		3.5	Reassure patient(s) and bystanders to provide care and support while working in a confident and efficient manner
		3.6	Avoid misunderstandings and undue haste while working expeditiously to accomplish the task
		3.7	Record data in call record form according to company approved procedures

RANGE STATEMENT

Obstructions to airways include**:**

- upper airways
- anatomical (tongue)
- pathological (swelling)
- foreign body
- lower airways
- asthma (reactive airway)
- emphysema (airway collapse)
- chronic bronchitis (airway inflammation)

Blood circulation includes:

- pulse
- blood pressure
- skin (CTC)

Restrictions to breathing include:

- restrictive disorders
- Pneumonia, pulmonary edema, near drowning
- restrictive disorders / traumatic
- Pneumothorax (open and tension)
- Haemothorax, rib fractures, flail chest, traumatic
- Asphyxia- lack of oxygen in the blood
- Bronchitis
- Asthma
- wheezing
- anaphylactic reactions (Allergic)

Instruments used to check blood circulation include:

- blood pressure kit
- stethoscope
- Pulse Oximeter

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Instruments used to check body temperature include:

- clinical thermometer
- palm (Outer)

Disability includes:

- level of consciousness (AVPU)
- basic neurological assessment
- pupillary reaction
- paralysis

Injuries to bones include:

- fractures
- dislocations

Mechanisms of an injury include:

- motor vehicle collision (MVC)
- falls over 6 Feet
- penetration injuries
- blunt Injuries
- blast /projectiles
- burns – temperature injuries

Priorities include:

- patients needing immediate life support
- excessive haemorrhaging
- chronic breathing problems

Check haemorrhaging includes:

- examination of exposure of wounds
- assessment of the amount of bleeding

Injuries to muscles include:

- strains
- sprains
- torn ligaments and tendons
- open and closed wounds

Injuries to local soft tissues structures include:

- open and closed wounds
- abrasion
- avulsion
- amputation
- incision
- contusion
- laceration
- puncture
- crush injury

Hazards include:

- fire and potential fire
- falling objects and potential falling objects
- protruding objects
- potential violence
- atmospheric gas releases
- physical hazards
- traffic hazards

Medical identifications include:

- identification bracelet for diabetic patient
- identification cards containing allergies to drugs
- medical alert bracelets /chains /key rings
- wallet cards
- bystanders and family /friends
- SAMPLE history

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

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1. how is information recorded
2. how is a Primary (Initial) Assessment conducted /performed
3. what is the EMT – Basic looking for during a Primary (Initial) Assessment
4. how is a Secondary Assessment performed
5. what is the EMT-Basic looking for during a Secondary Assessment
6. how is the scene assessed for dangers
7. how is on-going assessment performed
8. what is the EMT-Basic looking for during an on-going assessment
9. how is rapid triage performed using an approved system i.e the START system

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- perform chest auscultation
- perform secondary patient assessment i.e. injuries to muscles, bones and soft tissues
- recognise hazards on the accident scene
- demonstrate triage skills
- perform primary (initial) patient assessment used to detect and correct any immediate life threatening conditions. This will include primary survey of:
  - danger
  -response
  -airway
  -breathing
  -circulation
- document patient and incident details correctly
- use medical terminology to communicate with patients, co-workers and health professionals
- perform all tasks according to established procedures
- report problems according to established procedures

(2) Method of Assessment

Assessors should gather a range of evidence, over a period of time, which is valid, sufficient and authentic. Evidence should be gathered through a variety of ways including direct observation and oral questioning. The candidate must have access to all tools, equipment, materials and

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documentation required. The candidate must be permitted to refer to any relevant workplace procedures, manufacturer's specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment

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

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HS00103: Identify and Administer Approved Physiological and/or Psychological Management Technique (Basic)

Unit Descriptor: This unit deals with the skills and knowledge required for managing multiple trauma patients, medical, cardio-vascular, neurological, obstetrical, gynaecological, paediatric and geriatric emergencies and treating a patient for emotional/mental crisis

ELEMENTS CANDIDATES MUST BE ABLE TO:		PERFORMANCE CRITERIA	
1	Maintain upper airway patency	1.1	Manage and mitigate environmental conditions according to standard operating procedures to ensure safety of victims, rescuers, and bystanders
		1.2	Assess victim's condition according to approved assessment procedures
		1.3	Decide on and apply techniques and devices to maintain an open upper airway
		1.4	Remove foreign bodies from upper airway according to approved health and safety procedures
2	Perform basic airway management	2.1	Manage and mitigate environmental conditions according to standard operating procedures to ensure safety of victims, rescuers, and bystanders
		2.2	Assess victim's condition according to approved assessment procedures
		2.3	Decide on and apply techniques and devices to minimize breathing dysfunction
		2.4	Record data in call record form according to company approved procedures

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3	Provide basic care for given wounds and environmental injuries	3.1	Assess patient's condition using approved assessment techniques and devices
		3.2	Manage patient's wounds and injuries based on the patient's condition
		3.3	Monitor patient's condition and record vital signs according to company approved procedures
		3.4	Provide on site information about patient to other crew members or health-care professionals
		3.5	Prepare patient for ambulance transportation according to approved transportation procedures
4	Provide basic medical emergency management	4.1	Assess patient's condition using approved assessment techniques and devices
		4.2	Manage patient's medical emergency according to approved management techniques, devices and patient's condition
		4.3	Monitor patient's condition and record vital signs according to company approved procedures
		4.4	Complete patient's call record form according to service requirements
		4.5	Provide on-site information about patient to other crew members or health-care professionals
		4.6	Prepare patient for ambulance transportation according to approved transportation procedures
		4.7	Provide psychological support to suicidal or potentially dying patients according to company approved procedures
5	Provide basic multiple trauma management	5.1	Check the accident scene to ensure it is safe and free from potential environmental hazards before entering
		5.2	Assess patient's conditions using approved assessment techniques and devices for multiple trauma
		5.3	Assess the mechanisms of injury according to approved assessment procedures
		5.4	Manage traumatized patient's condition using approved techniques and devices based on patient's condition

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		5.5	Extricate traumatized patient from vehicle according to approved health and safety procedures
		5.6	Record data in patient's care report form according to service requirements
		5.7	Contact health-care professionals and special rescue teams for additional help if necessary
		5.8	Prepare on-site information about trauma patient(s) and inform other crew members or health-care professionals
		5.9	Prepare trauma patient for ambulance transportation according to approved transportation procedures
		5.10	Provide psychological support to trauma patients, significant others and bystanders if necessary
6	Provide basic cardio-vascular emergency management	6.1	Approach patient in a calm and controlled manner according to company approved procedures
		6.2	Assess patient's condition according to approved assessment techniques and devices for cardio-vascular emergencies
		6.3	Manage the cardio-vascular emergencies using approved management techniques and devices
		6.4	Record data in patient's care report form according to service requirements
		6.5	Contact health-care professionals and special rescue teams for additional help if necessary
		6.6	Provide on-site information about cardio-vascular patient to other crew members or health-care professionals
		6.7	Prepare cardio-vascular patient for ambulance transportation using approved transportation techniques and devices
		6.8	Reassure patient in order to provide care and support while working in a confident and efficient manner
7	Provide basic neurological emergency management	7.1	Approach patient in a calm and controlled manner according to company approved procedures
		7.2	Assess patient's condition using approved assessment techniques and devices for neurological emergencies

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		7.3	Manage the neurological emergencies using approved techniques and devices based on patient's condition
		7.4	Record data in-patient's care report form according to service requirements
		7.5	Contact health-care professionals and special rescue teams for additional help if necessary
		7.6	Provide on-site information about patient(s) condition to other crew members or health-care professionals
		7.7	Prepare patient for ambulance transportation according to approved transportation techniques
		7.8	Reassure patient in order to provide care and support while working in a confident and efficient manner
8	Provide basic obstetrical emergency management	8.1	Check the obstetrical delivery kit contains all required and approved equipment and instruments
		8.2	Complete obstetrical history survey and record information in patient's care report form
		8.3	Observe patient for signs of potential newborn delivery and implement appropriate procedures as necessary
		8.4	Prepare patient for possible newborn delivery according to approved obstetrical procedures
		8.5	Deliver newborn according to approved obstetrical procedures
		8.6	Maintain a warm safe environment for newborn according to obstetrical management procedures
		8.7	Prepare patient for rapid transport in obstetrical emergencies according to approved transportation techniques
		8.8	Contact health-care professionals and special rescue teams for additional help if necessary
		8.9	Provide on-site information about patient to other crew members or health-care professionals
		8.10	Reassure patient in order to provide care and support while working in a confident and efficient manner
9	Provide basic gynaecological	9.1	Approach patient in a calm and careful manner according

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	emergency management		to company approved procedures
		9.2	Assess patient's condition using approved assessment techniques and devices for gynaecological emergencies
		9.3	Manage patient's condition according to approved management techniques for gynaecological emergencies
		9.4	Contact health-care professionals and special rescue teams for additional help if necessary
		9.5	Collect expelled fetal tissue according to approved gynaecological procedures
		9.6	Record data in-patient's care report form according to service requirements
		9.7	Provide on-site information about patient's conditions to other crew members or health-care professionals
		9.8	Prepare patient for ambulance transportation according to approved transportation techniques and devices
		9.9	Reassure patient in order to provide care and support while working in a confident and efficient manner
		9.10	Provide psychological support to patient, significant others and bystanders according to company approved procedures
10	Provide basic paediatric emergency management	10.1	Minimize environmental conditions to ensure the safety of rescuers, bystanders and victims
		10.2	Assess patient's condition using approved assessment techniques and devices for paediatric emergencies
		10.3	Identify and document abuse or neglect of paediatric patients according to company approved procedures
		10.4	Manage patient's condition according to approved management techniques and devices and patient's condition
		10.5	Monitor patient's condition and record vital signs according to company approved procedures
		10.6	Complete patient's report card according to service requirements

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		10.7 Contact health-care professionals and special rescue teams for additional help if necessary
		10.8 Secure patient to extrication devices to prepare patient for ambulance vehicle transportation
		10.9 Prepare patient for ambulance transportation according to approved transportation techniques and devices
		10.10 Reassure patient and significant others in order to provide care and support while working in a confident and efficient manner
11	Manage a patient undergoing an emotional and/or possible mental crisis	11.1 Consider the need for additional resources when managing a patient undergoing an emotional or mental crisis
		11.2 Assess patient's condition according to approved assessment techniques
		11.3 Manage patient's emotional and/or mental crisis according to approved management techniques
		11.4 Monitor patient's condition and record vital signs according to company approved procedures
		11.5 Complete patient's care report form according to service requirements
		11.6 Provide psychological support to victims and significant others according to approved psychological management procedures
		11.7 Provide on-site information about patient to other crew members or health-care professionals
		11.8 Prepare patient for ambulance transportation according to approved transportation techniques
12	Provide geriatric care	12.1 Identify and deal with common signs and symptoms associated with geriatric emergencies according to approved management techniques for geriatric care
		12.2 Identify and deal with common medical emergencies associated with geriatric patients according to approved management techniques for geriatric care
		12.3 Identify and deal with common trauma emergencies associated with geriatric patients according to approved management techniques for geriatric care

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		12.4 Identify and document abuse or neglect of the geriatric patient and inform company approved personnel
		12.5 Assess geriatric patient condition using approved assessment techniques
		12.6 Integrate the approach, assessment, treatment and transportation of a patient according to approved geriatric management procedures
		12.7 Communicate information regarding care to patient, relative or primary caregiver(s) using company approved communication methods
		12.8 Confirm approach, assessment, care and transportation decisions with company approved personnel
13	Provide care for physically-challenged patient	13.1 Identify and deal with common medical emergencies associated with physically-challenged patients according to approved management techniques
		13.2 Identify and deal with common trauma emergencies associated with physically-challenged patients according to approved management techniques
		13.3 Identify and document abuse or neglect of the physically-challenged patient and inform company approved personnel
		13.4 Assess physically-challenged patient's condition using approved assessment techniques
		13.5 Integrate the approach, assessment, treatment and transportation of a patient according to approved procedures
		13.6 Communicate information to patient's guardian(s) regarding care according to approved communication methods
		13.7 Confirm approach, assessment, care and transportation decisions with company approved personnel

RANGE STATEMENT

Environmental conditions include:

- heat, cold
- electricity
- water

Victim's conditions before maintaining patency of upper airway include:

- level of consciousness
- airway, breathing, foreign body in airway,

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- fire
- trauma
- pathogens
- violence

Techniques and devices used to maintain open upper airway include:

- head tilt, chin lift
- modified jaw thrust
- chin lift
- oropharyngeal airway devices
- suctioning
- oropharyngeal
- nasopharyngeal
- combi Tubes
- Laryngeal Mask Airway (LMA)

Victim's conditions before performing basic airway management include:

- Asthma
- Emphysema
- Chronic bronchitis
- Pneumonia
- Pulmonary edema
- (Near) drowning

Patient's Condition for wounds and environmental injuries includes:

- wounds
- electrical shocks
- heat and cold related illness
- heat cramps, exhaustion and stroke, hypothermia
- thermal burns
- chemical and electrical burns
- diving accidents
- hazardous materials
- embedded objects
- Airway, breathing, circulation (ABC)

smoke inhalation

- circulation
- heart attack, stroke
- (near) drowning
- drug overdose
- suffocation
- trauma
- suspected spinal injuries
- electric shock
- hypothermia

Foreign bodies include:

- food
- fluids (including blood)
- tongue
- dentures

Techniques and devices used to minimise breathing dysfunction include:

- mouth to mouth barrier device ventilation
- oxygen administration
- bag-valve mask resuscitation (BVM)
- hand held aerosol nebulizer
- Cardio-pulmonary resuscitation (CPR)
- Laryngeal Mask Airway (LMA)
- BVM, Oxygen Administration
- automatic and manual Suctioning
- mouth to barrier device
- mouth to mask
- Nasal Prongs
- Non-rebreathable masks

Assessment techniques and devices used for wounds and environmental injuries include:

- initial (primary) patient assessment
- secondary patient assessment
- patient's history
- equipment for injury survey
- baseline vital signs

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- Deformities, contusions, abrasions, pain, burns, tenderness, lacerations, swelling (DCAP-BTLS)
- Tenderness, instability, crepitus (TIC)
- Signs/symptoms, allergies, medications, past history, last oral intake, events leading to incident (SAMPLE)
- Pulse, sensory, motor (PSM)
- chief complaint

Techniques used to manage patients' wounds and injuries include:

- controlling haemorrhaging
- bandaging wounds
- stabilizing painful swollen joints and injured extremities
- immobilizing spine
- reducing body temperature (cooling down)
- increasing body temperature (re-warming)
- burn dressings

Vital signs include:

- positive and/or negative changes in patient's condition
- level of consciousness utilising GCS
- pupillary responses
- respiratory rate
- pulse
- blood pressure
- temperature

Health-care professionals include:

- medical doctors
- pathologists (forensic scientists)
- paramedics
- medical social worker
- psychologist/psychiatrist
- nurses

Health and safety practices include:

- wearing of gloves, gowns and masks
- disposal of swabs etc
- handling of bleeding patient
- washing of hands

Patient's condition before providing basic management for medical emergencies includes:

- Ketoacidosis,
- Hypoglycemia/Hyperglycemia
- Anaphylaxis (chronic allergies)
- Poisoning
- Communicable diseases (AIDS, Hepatitis)

Assessment techniques and devices used for basic management for medical emergencies include:

- patient's medical history, ID bands and ID Cards
- patient's blood glucose level
- Mechanisms of injury (MOI) survey
- Nature of Illness (NOI)
- initial (primary) and secondary patient assessments
- trends of vital signs

Management techniques used to manage patient's medical emergencies include:

- administration of sugar containing drinks or gels
- performance of chin lift and jaw thrust manoeuvres
- use of airway adjuncts
- administration of oxygen
- artificial ventilation with bag valve masks-100 % Oxygen

Potential environmental hazards include:

- fire

Multiple trauma includes:

- internal and external haemorrhaging

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- water
- loose electrical wires
- protruding instruments
- falling objects and potential falling objects
- violence
- crime Scene
- gas release

Mechanisms of injury in multiple trauma patients include:

- head on collision
- T-Bone (lateral) collision
- rear-end collision
- thrown from vehicle
- dashboard injury
- falling directly on feet
- fall from a height
- fall on an outstretched hand
- bullet (gun shot) entry
- knife (sharp instrument) entry
- fire
- electrical shocks
- near drowning

Special rescue teams include:

- fire services
- defense force
- police
- paramedic/EMT
- NEMA/ODPM
- search and rescue

Cardio – vascular emergencies include:

- abnormal blood pressure (low and high)
- bleeding and shock (hypovolemic, cardio-genic, vasodilatory, obstructive, respiratory)
- internal bleeding
- heart diseases (arteriosclerosis, ischemic chest pain, coronary heart disease, Angina pectoris)
- Myocardial Infarction (heart attack)
- heart failure (right and left sided)
- fractures and dislocations (of skeletal parts)
- abdominal injuries
- head injury
- strains, sprains, torn ligaments and tendons (muscles)
- open and close wounds (contusion, laceration, puncture, crush injury, abrasion, avulsion)
- amputations
- gun shot wounds
- thoracic trauma (flail chest, haemothorax, pneumothorax)
- burns

Techniques and devices used to manage traumatised patient's condition include:

- external haemorrhaging control
- opening upper airway
- burn (thermal, chemical, electrical) treatment
- reducing or increasing body temperature
- CPR
- splints and bandages
- suctioning of airway
- insertion of nasopharyngeal and oropharyngeal airway
- oxygen administration
- use of pocket and bag-valve mask

Patient's condition in cardio-vascular emergencies includes:

- chest discomfort
- shoulder / arm pain
- neck / jaw pain
- Dyspnoea (difficult / laboured breathing)
- Syncope (temporary loss of consciousness)

Management techniques and devices used to manage cardio-vascular emergencies include:

- reassurance, calming patient, gentle handling
- maintenance of shock measures, maintaining body temperature
- IV Maintenance
- external bleeding control
- pressure bandage application
- pressure devices to control external

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- Aneurysms (abdominal aortic and dissecting thoracic)
- trauma to the heart (myocardial contusion and pericardial tamponade

Transportation techniques and devices include:

- bio-mechanics (lifting and moving techniques)
- extrication principles
- safe removal
- immobilization techniques
- packaging techniques
- wheel chairs
- stretchers

Equipment and instruments found in an obstetrical delivery kit include:

- sterile gloves
- drape sheet
- umbilical clamps
- scalpel
- blanket
- obstetric pad and towelette
- plastic bag for placenta
- gauze, sponge, syringe, alcohol prep and nylon ties
- small portable suction

Obstetrical emergencies include:

- labour and delivery complications
- breech birth
- prolapsed cord
- shoulder dystocia
- placenta previa
- ruptured uterus
- abruption placenta
- premature rupture of membranes
- postpartum haemorrhage
- involuted uterus
- retained placenta
- pre-eclampsia
- Eclampsia
- pregnant trauma

haemorrhaging

- Cardio-pulmonary resuscitation (CPR)
- Medication administration- aspirin, nitroglycerine, Epinephrine Auto Injectors, Glucose, Oxygen, Bronchodilators (eg Ventolin)
- airway adjuncts
- Automatic External Defibrillator (AED) use

Signs of potential newborn delivery include:

- length of time between contractions is 2 minutes or less
- regular contractions that last 45-60 seconds
- mother needs to move her bowels
- mother wants to bear down and push
- bulging or crowning of the perineum

Management techniques for obstetrical emergencies include:

- reassurances, calming patient, gentleness
- appropriate positioning of patient
- oxygen administration
- IV fluid replacement
- administration of medication to counter post-partum hemorrhage
- maintenance of shock measures
- maintaining body temperatures

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Gynaecological emergencies include:

- abortion
  -spontaneous
  -induced
  -complete
  -incomplete
- haemorrhaging
- pregnant trauma victim
- rape victim
- Perineal injuries

Management techniques for gynaecological emergencies include:

- monitoring airway, breathing and circulation
- oxygen administration (in case of shock)
- elevating lower extremities
- emotional support (rape victim and abortion victim)
- evidence preservation (rape victim) including not treating superficial bruises or wounds

Health-care professionals include:

- medical doctors
- nurses
- paramedics
- psychologists/psychiatrists

Resources include:

- law enforcement
- specialised psychiatric personnel
- social services
- fire services
- Hazmat
- poison control
- bioterrorism

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. how does the EMT-Basic assess the airway
2. what airway adjuncts can the EMT-Basic use
3. how does the EMT-Basic care for multiple patients
4. what types of proper treatment is provided to trauma patients

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5. how does the EMT-Basic identify the levels of trauma
6. how does the EMT–Basic care for cardio-vascular emergencies
7. how does the EMT–Basic care for neurological emergencies
8. how does the EMT-Basic care for a diabetic patient
9. how does the EMT-Basic care for burn patients
10. how does the EMT-Basic care for airway emergencies
11. how does the EMT–Basic care for obstetrical emergencies
12. how does the EMT–Basic care for gynaecological emergencies
13. how does the EMT–Basic manage paediatric emergencies
14. how does the EMT-Basic care for psychological patients
15. how does the EMT-Basic care for unusual situations
16. how does the EMT-Basic care for geriatric patients
17. how does the EMT-Basic care for physically-challenged patients

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- perform basic and advanced airway management
- manage and deal with different types of emergencies – wounds, trauma, neurological, obstetrical, gynaecological, paediatric, geriatric, psychological
- monitor patient's conditions
- prepare patient for ambulance transportation
- obtain relevant information e.g. patient history
- complete all documentation and supply all relevant patient information to receiving staff under different situations including routine, non-routine and emergency
- perform all tasks according to established procedures
- report problems according to established procedures

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(2) Method of Assessment

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

(3) Context of Assessment

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

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HS00104: Manage the Scene of an Accident or Mass Casualty

Unit Descriptor:

This unit deals with the skills and knowledge required for managing the scene of an accident or mass casualty. It describes the method and the work expectations associated with applying scene management techniques to organize the scene of an accident and managing the incident scene which requires ambulance services.

ELEMENTS CANDIDATES MUST BE ABLE TO:		PERFORMANCE CRITERIA	
1	Organise the incident scene	1.1	Confirm the ambulance vehicle has easy and safe access to incident scene according to scene management techniques
		1.2	Classify incident according to standard operating procedures
		1.3	Adjust resources according to requirements of the classification of the incident and patient's condition
		1.4	Perform triage according to company approved procedures to ensure that all patients are seen and prioritised
		1.5	Perform scene management techniques according to standard operating procedures
		1.6	Deal with hazards at the incident scene according to the personal safety and health principles and procedures
2	Manage the incident scene	2.1	Provide patients with optimum care required for their conditions and according to patient care procedures
		2.2	Manage media representatives and onlookers to ensure that there is no hindrance to operations
		2.3	Manage ambulance equipment and resources to ensure that they remain functional and available
		2.4	Preserve forensic evidence according to company approved procedures

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		2.5	Co-operate with other approved personnel on the incident scene whilst adhering to clearly established roles and responsibilities
3	Communicate with others	3.1	Check communication equipment to ensure it is operating according to standard operating procedures
		3.2	Communicate with the patient, personnel and other parties present to ensure information is clearly understood
		3.3	Maintain confidentiality when communicating with patients and significant others according to company approved procedures

RANGE STATEMENT

Standard operating procedures include:

- type of incident
- number of injured
- types and severity of injuries
- hazards present
- spinal precautions
- critical interventions
- safety of EMT and patient
- Body Substance Isolation (BSI) precaution

Classification of incidents include:

- minor
- major
- mass casualties
- disaster

Resources include:

- human- health care personnel
- physical – extrication equipment and devices, medical equipment
- time (management of)
- medical equipment and transportation equipment

Classification of patient's condition includes:

- green – non-urgent
- yellow – urgent
- red – immediate
- black – deceased

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Hazards include:

- environmental (inclusive of violence and crime scene)
- structural
- chemical
- electrical
- biological
- radiological
- nuclear
- explosives

Personnel includes:

- police
- fire Service
- medical personnel (medical doctors, pathologists (forensic)
- special rescue teams (search and rescue)

Communication includes:

- verbal (direct)
- non-verbal – sign/gestures/body language
- written
- use of electronic media (eg. e-mail)
- verbally using radio/ telephone/ pagers

Manage ambulance equipment and resources include:

- staging areas for equipment established
- staff is deployed/allocated
- restocking and maintenance
- unused equipment recovered

Roles and responsibilities of personnel include:

- Incident Command System (ICS)
- operations
- logistics
- planning
- administration
- emergency responders
- disaster management agencies

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. what is Incident Management
2. how is an accident scene managed
3. what equipment is required on an accident scene
4. how are hazards recognised
5. what is triage and how is it conducted
6. what communication is used at the accident scene

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EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- adhere to the principles of personal safety and health
- manage the scene of the incident and the media
- protect forensic evidence
- use a range of communication methods used in the workplace e.g. oral, written notes, memos, charts, diagrams, e-mail
- perform all tasks according to established procedures
- report problems according to established procedures

(2) Method of Assessment

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

(3) Context of Assessment

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

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HS00105: Immobilize, Remove and Transport Patient(s)

Unit Descriptor:

This unit deals with t he skills and knowledge required for immobilizing, removing, a nd transporting patients. It describe s the method and the work expe ctations associated with handling entrapped patients, immobilizing patients, providing aftercare f or a resuscitated patient and a deceased patient.

ELEMENTS CANDIDATES MUST BE ABLE TO:		PERFORMANCE CRITERIA	
1	Extricate or remove an entrapped patient	1.1	Evaluate scene according to safety requirements, the need for additional resources and the mechanisms of injury
		1.2	Request additional resources and assistance from special rescue team if needed
		1.3	Assess patient's condition to determine extent of injuries and the need for extrication equipment
		1.4	Move and position patient(s) according to approved lifting and moving procedures to ensure that the safety of patients and rescuers is not compromised
		1.5	Secure patient(s) to the extrication equipment while ensuring minimum risk to the patient and rescuer's safety
		1.6	Move patient(s) to ensure his/her condition(s) is (are) not compromised and his/her comfort and dignity are preserved
		1.7	Re-assess patient's condition (s) after moving and initiate further action according to company approved procedures
		1.8	Place removed patient(s) in a position according to his/her conditions
		1.9	Reassure patient(s) during performance of work according to company approved procedures
2	Immobilize a patient	2.1	Assess patient's condition using approved assessment techniques and devices
		2.2	Manage patient's condition(s) using approved management

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			techniques and devices
		2.3	Treat actual and suspected fractures according to approved immobilization techniques
		2.4	Lift and move patient according to approved lifting and moving techniques essential to patient care and safety
		2.5	Re-assure patient(s) during execution of work according to company approved procedures
		2.6	Perform work in a manner to protect the dignity of the patient(s) whilst administering care
		2.7	Give on-site information to other responding crew or health-care professionals according to company approved procedures
		2.8	Transfer responsibility of patient care to other ambulance crew if necessary
3	Provide routine care during transport	3.1	Secure extrication devices and associated equipment to the transportation equipment to ensure minimum risk to patient(s) and rescuer(s)
		3.2	Reassess patient(s) condition(s) after securing extrication devices and associated equipment and initiate further action if required
		3.3	Position patients within the vehicle according to approved procedures for their condition and need for treatment during transport
		3.4	Recognise malfunctions of intravenous catheters and infusions and implement corrective procedures
		3.5	Monitor patient(s) condition(s) and record vital signs according to the condition and company approved procedures
		3.6	Perform work in a manner to ensure the patient(s) dignity is protected
		3.7	Maintain the comfort of the patient(s) in different road and traffic conditions according to approved driving techniques
4	Provide aftercare for a resuscitated patient	4.1	Obtain additional assistance if necessary to ensure patient(s) chance of recovery is enhanced
		4.2	Manage the patient's condition including continuously monitoring vital signs, cardiac output and oxygenation

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		according to the patient's injury and approved management procedures
		4.3 Administer patient care according to the patient's cultural, ethical and spiritual beliefs
		4.4 Provide on-site information to the responding ambulance crew or expert rescue teams or health care professionals according to company approved procedures
		4.5 Transfer responsibility if necessary to expert rescue teams or health care professionals on their arrival
5	Provide aftercare of a deceased patient	5.1 Administer last care for the patient according to the patient's cultural, ethical and spiritual beliefs
		5.2 Preserve the dignity of the deceased patient according to company approved procedures
		5.3 Complete documentation according to standard operating procedures of the health authority
		5.4 Notify police of the death of a patient according to legal requirements
		5.5 Counsel significant others present at scene of incident according to company approved procedures

RANGE STATEMENT

Extrication equipment includes:

- vest type
- long board
- short board
- scoop stretchers

Transportation equipment includes:

- stretchers
- trolleys
- wheel chairs
- stair chairs

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. how to recognise the need for rapid extrication

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2. how to recognise the proper technique of extrication to be used

3. what proper techniques are used in extrication

4. what proper care must be given during transport

5. what post-care must be given

6. how to respond to death and dying

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- extricate patients under a variety of conditions and situations including lifting techniques
- use various types of extrication equipment
- extricate patients whilst ensuring the welfare of the patient and crew
- observe occupational safety and health requirements
- provide patient care under different circumstances
- perform all tasks according to established procedures
- report problems according to established procedures

(2) Method of Assessment

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

(3) Context of Assessment

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

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HS00106: Collect, Evaluate and Report Patients' Medical History

Unit Descriptor:

This unit deals with the skills and knowledge required for collecting, evaluating and reporting patients' medical history to approved personnel. It describes the method and the work expectations associated with preparing and communicating a patients' medical history with the patients and relatives

ELEMENTS CANDIDATES MUST BE ABLE TO:		PERFORMANCE CRITERIA	
1	Prepare a proper patient's medical history	1.1	Check patient(s) and scene for medical identification according to company approved procedures
		1.2	Interview patient(s) and /or significant others to obtain the medical history of patients using approved interviewing techniques
		1.3	Record patient(s) medical history in the correct section(s) of the patient report form according to ambulance service requirements
		1.4	Record data from patient(s) assessments in the relevant section(s) of the patient report form according to ambulance service requirements
		1.5	Provide on-site information on patient's medical history and conditions to crew members or health care professionals
		1.6	Maintain confidentiality of patient's medical history and conditions according to company approved procedures
		1.7	Secure documented information, medical history and conditions according to company approved procedures
2	Communicate with patient	2.1	Approach patient(s) in a non-threatening manner especially those with special needs
		2.2	Use verbal and non-verbal communication methods to effectively communicate with patients and significant others
		2.3	Re-assure patient and significant others according to company approved procedures while carrying out work

RANGE STATEMENT

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Record includes:

- patient care reports
- refusal forms
- electronic patient care reports
- ECG recordings

Communication methods include:

- verbal
- non-verbal
- written

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. how to write a report properly
2. what approved abbreviations may be used
3. how is proper patient history obtained
4. what legal principles are to be considered in report writing
5. how to communicate with the patient effectively

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- collect patients' medical information correctly
- record information clearly
- communicate with patients and relatives clearly and effectively
- perform all tasks according to established procedures
- report problems according to established procedures

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(2) Method of Assessment

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

(3) Context of Assessment

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HS00107: Operate and Maintain Ambulance

Unit Descriptor: This unit deals with t he skills and knowledge required for operating/driving and maintaining an ambulance. It descri bes the method and the work expectations associated with proper positioning of an ambulance and maintaining medical supplies in the ambulance

ELEMENTS CANDIDATES MUST BE ABLE TO:		PERFORMANCE CRITERIA	
1	Operate the ambulance	1.1	Determine location of the emergency incident before operating and driving vehicle
		1.2	Determine route to emergency incident according to appropriate, guided, directed, and driver-selection procedures
		1.3	Fasten safety belts according to the legal requirements and legislation
		1.4	Use methods of warning road users to allow for the right of way of the emergency vehicle according to legislative requirements and company approved operating procedures
		1.5	Drive ambulance to ensure the safety of road users and minimal disruption to traffic according to legislative requirements and company approved operating procedures
		1.6	Use an emergency vehicle according to legal requirements
		1.7	Drive emergency vehicle according to national traffic rules and regulations
		1.8	Use approved driving techniques to ensure vehicle arrives at the incident site quickly and according to road safety requirements and the nature of the incident
		1.9	Operate an ambulance according to vehicle operation or training techniques during non-emergent and emergent transport
2	Position ambulance	2.1	Position vehicle at incident scene to allow ease of access to the patient and ease of egress from the incident scene

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		2.2	Position vehicle to allow for the protection of patient(s), personnel, vehicle, and public property
		2.3	Position vehicle to allow for the co-operation with other emergency personnel
		2.4	Position vehicle to ensure minimum disruption to the general public
3	Maintain ambulance vehicle and equipment	3.1	Maintain vehicle exterior and interior appearance according to standard operating procedures to ensure operational readiness, and to minimize the risk of infection or cross-infection
		3.2	Check condition of the ambulance vehicle components to ensure operational readiness according to legal requirements
		3.3	Check ambulance vehicle equipment to ensure readiness for operational use according to manufacturer's operating procedures
		3.4	Complete vehicle checklist legibly and forward to company approved personnel
		3.5	Report non-functioning or damaged vehicle components or equipment to the approved personnel and according to company approved procedures
4	Restock exhausted medical supplies	4.1	Replenish vehicle stocks of medical supplies in ambulance vehicle according to standard operating procedures
		4.2	Replace expired medical supplies according to company approved procedures
		4.3	Inspect medical supplies for contamination and implement corrective action
		4.4	Secure drugs according to standard operating procedures and legal requirements
		4.5	Complete medical supplies documentation and forward to approved personnel
5	Transport patient in an air ambulance	5.1	Prepare patient for air medical transport according to standard operating procedures
		5.2	Deal with the stressors of flight on patient, crew and equipment to ensure safe and comfortable air medical transport

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		5.3 Create safe landing zone for rotary-wing aircraft according to company approved procedures
		5.4 Approach stationary rotor-wing aircraft according to standard operating procedures
		5.5 Approach stationary fixed-wing aircraft according to standard operating procedures
6	Transport patient in sea ambulance	6.1 Prepare patient for sea medical transport according to standard operating procedures
		6.2 Deal with the stressors of sea transport, on patient, crew and equipment to ensure safe and comfortable sea medical transport
		6.3 Create safe embarking and dis-embarking zone according to company approved procedures

RANGE STATEMENT

Methods of warning road users include:

- audible warning devices (sirens)
- visual warning devices (flashing light)
- road way control devices (cones, caution tape)

Equipment includes:

- Portable and fixed suction apparatus
- Portable and fixed oxygen supply equipment
- Oxygen administration equipment
- Bag-valve mask (manual resuscitation)
- Pulse oximeter
- Saline drops and bulb suction
- Automated external defibrillator (AED)
- ECG machine
- Immobilization devices
- Obstetrical kit
- Two-way communication equipment
- Stethoscope
- Thermometer

Medical supplies include:

- Medication
- Gloves
- Masks
- Bandages
- Sterile burn sheets
- Gauze rolls
- Arterial tourniquet
- Cold packs
- Blankets, sheets, towels
- Triage tags
- Patient care charts, forms

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- Folded stretcher
- Extrication equipment
- Respirator
- nebulizer

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. what planning is required before responding to a call
2. what safety issues must be performed before and during transport
3. what legal issues must be considered while driving
4. what scene considerations need to be considered while parking the ambulance
5. what considerations are needed during transport
6. what inspections are needed of the ambulance
7. how is inventory and restocking conducted

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- drive an ambulance safely complying with traffic regulations
- position ambulance at the scene of the incident correctly
- care for patients during ambulance transportation
- maintain ambulance vehicle and equipment
- replenish used medical supplies
- perform all tasks according to established procedures
- report problems according to established procedures

(2) Method of Assessment

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

(3) Context of Assessment

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

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HS00108: Perform Duties within the Medico- Legal Framework

Unit Descriptor:

This unit deals with t he skills and knowledge required for understanding medical control a nd direction in pre-ho spital health care and the legal considerations of pre-hospital care.

ELEMENTS CANDIDATES MUST BE ABLE TO:		PERFORMANCE CRITERIA	
1	Use medical control and medical direction	1.1	Attend to priorities of airway, breathing, circulation and disability according to approved organisation's procedures and accurate completion of patient care reports
		1.2	Carry out instructions of standard medical orders and seek medical direction from the medical control physician
2	Adhere to legal considerations	2.1	Read and interpret sections of the legislation and adhere to legal requirements for pre-hospital care
		2.2	Perform duties within the provision of the sections of the legal requirements and legislation for pre-hospital care
		2.3	Adhere to organisation's approved quality control standards in the provision of pre-hospital care

RANGE STATEMENT

Legal requirements and legislation include:

- legislation governing medical personnel
- legislation governing emergency ambulance services

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

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1. how are priorities handled and treated

2. how are standard medical orders carried out

3. how does the relevant legislation apply to Emergency Medical Technicians

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- use medical control in pre-hospital care
- use medical direction in pre-hospital care
- interpret legal aspects of the required legislation
- perform all tasks according to established procedures
- report problems according to established procedures

(2) Method of Assessment

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

(3) Context of Assessment

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

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HS00109: Apply Learned Models of Patient Care to Emergency Situations

Unit Descriptor: This unit deals with the skills and knowledge required for applying learned models of patient care in ambulance service operations

ELEMENTS CANDIDATES MUST BE ABLE TO:		PERFORMANCE CRITERIA	
1	Provide patient care	1.1	Deliver patient care in situations of emergency settings and communicate rationale for the care given to approved organisation's personnel
		1.2	Solve problems in novel situations according to organisation's approved patient's care procedures
2	Apply learned models of patient care	2.1	Adapt patient-care to suit different situations according to approved organisation's procedures
		2.2	Identify actual changes in patient's conditions and adjust care in operational emergency settings

RANGE STATEMENT

Situations include:

- ambulance
- emergency room
- pre-hospital setting

Emergency settings include:

- airway
- breathing
- circulation
- neurological
- trauma
- pain (chest, abdominal)
- shortness of breath
- unconsciousness
- obstetrics
- paediatrics
- psychiatric
- geriatrics

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- endocrine
- death

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. how are priorities handled and treated

2. how are standard medical orders carried out

4. how to anticipate possible changes to patient's conditions and describe them in advance of occurrences

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- adapt patient-care to suit different situations
- solve problems in dynamic situations
- adjust patient care when patient's condition changes
- perform all tasks according to established procedures
- report problems according to established procedures

(2) Method of Assessment

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

(3) Context of Assessment

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

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

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

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RANGE STATEMENT

Major body systems include:

- cardiovascular system
- respiratory system
- musculo-skeletal system
- endocrine system
- nervous system
- digestive system
- urinary system
- reproductive system
- integumentary system
- the special senses – smell, taste, vision, equilibrium and hearing

Pathology includes:

- congenital
- acquired diseases

- toxic
- infection
- vascular
- neoplasms
- nutritional
- endocrine
- immunological
- hematological
- metabolic
- psychological

Support healthy functioning includes:

- body regulation –
  - maintenance of body temperature
  - body fluids
  - elimination of waste
  - maintenance of blood pressure
- protection from infection
- physical activity –active and passive

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

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

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EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

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

(2) Method of Assessment

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

(3) Context of Assessment

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

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HS00111: Apply Personal Development Principles to Health Care

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

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

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

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

RANGE STATEMENT

Information includes:

- patient's information
- professional correspondence

Team members include:

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

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

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

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

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

(2) Method of Assessment

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

(3) Context of Assessment

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HS00117: Contribute to a Harmonious and Efficient Work Environment

Unit Descriptor: This unit provides the knowledge and skills required to create a harmonious and efficient work environment to enhance the quality of delivery to patients.

ELEMENTS CANDIDATES MUST BE ABLE TO:		PERFORMANCE CRITERIA	
1	Contribute to the work of the team	1.1	The contribution made to the work of the team is consistent with the role and area of responsibility of the worker
		1.2	Responsibilities and duties performed are consistent with instructions given by management, agreed policies and procedures of the setting and decisions made by the team
		1.3	Any modifications made to tasks or performance is consistent with the policies of the setting and, if possible, agreed to in advance with the appropriate person
		1.4	Reports about progress and completion of work is given clearly at the times and frequencies as agreed
		1.5	Responsibilities and duties are discharged in a positive manner to promote co-operation and good relationships in the team
2	Contribute to team meetings	2.1	Preparation for meetings enabled the worker to supply information and contribute effectively to discussion
		2.2	Participation in meetings, planning and decision-making is consistent with the worker's own role and the role of other members of the team
		2.3	Contribution to meetings informs and progresses the work of the team, whilst enabling the completion of business within time constraints
		2.4	Appropriate information and views are expressed clearly and concisely
		2.5	Response to the contributions of other team members demonstrated that other views are valued

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		2.6	Work identified at a meeting is recorded accurately and in sufficient detail to facilitate its performance when agreed
		2.7	Information given and views expressed to those outside the team are consistent with the decisions of the team, and are referred to in a manner, which is likely to promote the aims and setting of the team
3	Contribute to the development of good practice in the team	3.1	Contributions to the evaluation of workers identified existing desirable work practices, as well as, changes, which might realistically be made to improve performance
		3.2	Suggestions for improvement are consistent with the objectives and policies of the organisation
		3.3	Improvements in practice, which are within the area of responsibility of the worker, are implemented promptly as agreed.
		3.4	Responses to opportunities for training and personal development is ensured and promoted willingness to adapt flexibly in the interests of improving practice
		3.5	Response to unsatisfactory practice of colleagues balances the organisation's needs to improve practice with consideration for the individual.
		3.6	Changes agreed to on ways of working are carried out in accordance with the objectives and policies of the organisation
4	Contribute to support for colleagues	4.1	Comments and constructive criticisms are given to colleagues in a manner, which identifies their good practice and reinforces their self-confidence
		4.2	Responses to indications of stress or need for support to colleagues encourage them to share their concerns and difficulties
		4.3	Help offered to colleagues in the work context to alleviate stress or develop support are within the worker's area of responsibility and competence
		4.4	Information shared with colleagues to help them identify sources of support or expertise and further training opportunities is likely to enhance their competence and ability to cope
		4.5	Cultural, religious beliefs and practices of colleagues are responded to ensure that diversity is valued, and that

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			discrimination or prejudice will be challenged
		4.6	The policy for equal opportunity of the setting is adhered to and promoted in accordance with organizational requirements and procedures
		4.7	Opportunities for communicating informally with colleagues are utilised as far as possible within the time constraints of the work setting to develop shared attitudes and to extend relationships
		4.8	Support is offered to colleagues experiencing discrimination helps them to assert their rights as individuals and to sustain their confidence and self esteem
5	Respond to conflict in a team	5.1	Solutions are proposed to reduce conflict demonstrate willingness to compromise and to amend working practices in a flexible and positive manner
		5.2	Evidence of prejudice and/or discrimination on the part of a team member is challenged in a manner likely to bring about change as consistent with the policy of the setting
		5.3	Support is offered to colleagues in conflict with others is consistent with organizational requirements and procedures
6	Adhere to code of ethics as it applies to the industry	6.1	Body language is used to promote positive wellbeing of both client and care-giver in accordance with industry code of ethics
		6.2	Tone, diction, projection and language used depicted professionalism in accordance with organizational requirements and procedures
		6.3	Deportment is kept in line with Health Care Worker dress code

RANGE STATEMENT

Types of work include:

- individual duties and responsibilities
- shared or co-operative tasks

Types of meetings include:

- full meetings of the team
- special meetings related to specific tasks

Types of structures include:

- formal
- informal

Types of contribution include:

- presenting relevant materials and information formally, i.e. when previously

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- meetings of part of the team only

Types of colleagues include:

- experienced colleagues
- new or inexperienced colleagues

Code of ethics includes:

- dress
- deportment
- attitude
- speech/body language

requested; informally to team meeting
- in relation to individual duties and responsibilities
- in relation to work of team or organization

Types of conflict include:

- conflict between the clients/patients
- conflict between two or more colleagues

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. what are the procedures of meetings and the process of decision making
2. what is the importance of collective responsibility
3. what is the organisational structure and the roles within it, including those of team members
4. what is the awareness of personal role in the team, team decision making and personal strengths and weaknesses
5. what are the aims and objectives of the team
6. what is the awareness of personal needs and the needs of others in the team
7. what is the team's role in relation to others within and external to the organisation
8. what is the necessity for confidentiality
9. what is the significance of commitment and what affects it
10. what is effective communication in a team meeting - both verbal and non-verbal
11. what are the procedures for group meetings and the presentation of reports
12. what is the need to appraise and evaluate the effects of meetings and of procedures
13. what and how to prepare for meetings in advance
14. what are the expectations and norms for behaviour in given meetings
15. what are the negative effects of undermining the work of the team to those outside
16. what is the value of development of the team through training, consultation and the support of individuals and how is this effected
17. when to bring in or suggest the use of outside resources
18. how to share ideas, views and information with other members of the team
19. how to give and receive directions and instructions
20. what is the awareness of personal responsibility to follow through ideas and how to implement it
21. what is the awareness of personal role in the evaluation of team development
22. what are support systems within the organisation
23. what are the sources of information about support in the wider community
24. what are the sources of information about training
25. what is the value of praise and positive feedback
26. what are the different levels of communication operating within the team and the organisation

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27. what are the potential areas of stress, conflict and discrimination and how to deal with them
28. how, when and where to discuss and seek resolution of conflict
29. how to understand grievance and disciplinary procedures
30. how to contribute to the work of team and team meetings
31. how to seek clarification as to personal responsibilities
32. how to appropriately modify tasks and performance
33. how to give reports on progress and completion of work
34. how to adopt appropriate manner in the discharge of duties and responsibilities
35. how to respond to contributions of other team members
36. how to record work identified at a meeting
37. how to give to outsiders' appropriate information and views expressed by those within the team
38. how to identify good practice
39. how to identify the potential of changes to improve practice
40. how to implement improvements in practice within area of responsibility
41. how to respond to agreed changes in working opportunities for training and personal development
42. how to respond to unsatisfactory practice of colleagues
43. how to carry out agreed changes to work
44. how to give comments and constructive criticisms to colleagues
45. how to ensure response to cultural and religious beliefs and practices of colleagues
46. how to promote and adhere to policies for equal opportunities
47. how to offer support to colleagues experiencing discrimination
48. how to challenge evidence of prejudice and/or discrimination on the part of a team member
49. how to conform to the ethics as it relates to dress, speech attitude, deportment and body language

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

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

(2) Method of Assessment

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

(3) Context of Assessment

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HS00118: Deliver and Monitor Quality Service to Customers

Unit Descriptor:

This unit deals with the skills and knowledge required to ensure that products and services are delivered and maintained to standards agreed by the organization and the customer. This will be carried out in the context of the organization's policies and practices as well as legislation conventions and codes of practice.

ELEMENTS CANDIDATES MUST BE ABLE TO:		PERFORMANCE CRITERIA	
1	Plan to meet internal and external customer requirements	1.1	The needs of customers are researched and assessed, and included in the planning process in accordance with organizational requirements
		1.2	Provision is made in plans to achieve the quality, time and cost specifications agreed with customers.
2	Deliver quality products/services	2.1	Products/services are delivered to customer specifications within the team's business plan
		2.2	Team performance consistently meets quality, safety, resource and delivery standards
		2.3	Coaching and mentoring assists colleagues to overcome difficulty in meeting customer service standards.
3	Monitor, adjust and report customer service	3.1	The organisation's systems and technology are used to monitor progress in achieving product/service targets and standards.
		3.2	Customer feedback is sought and used to improve the provision of products/services in accordance with organizational requirements
		3.3	Resources are used effectively to provide quality products/services to customers
		3.4	Decisions to overcome problems and adjust products/services are taken in consultation with designated individuals/groups
		3.5	Records, reports and recommendations are managed within the organisation's systems and processes

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RANGE STATEMENT

Legislation, codes and national standards relevant to the workplace include:

- award and enterprise agreements and relevant industrial instrument
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Customers include:

- internal
- external
- existing sources
- new sources

Resources include:

- people
- power/energy
- information
- finance
- building/facilities
- equipment
- technology
- time

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. what are relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Safety and Health and environmental issues, equal opportunity, industrial relations and anti-discrimination
2. what are the organisation's policies and procedures for dealing with customers
3. what are the principles and techniques of researching customer needs, customer relations, customer behaviour, identification and resolution of problem
4. how to maintain product/service quality
5. how to perform work to the required standard
6. how to access and use workplace information

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7. what are the communication skills including researching and analyzing information and reporting

8. how to manage work within responsibility to achieve goals and results

9. how to develop and maintain communication with customers

10. how to make effective use of customer feedback

11. how to prepare and negotiate recommendations to improve customer service

12. how to ensure that legislation and standards are met

13. how to manage products/services within budget constraints

14. how to use coaching and mentoring skills to provide support to colleagues

15. how to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- prepare plans to meet customer needs
- provide quality service consistently
- review and improve services following feedback
- report outcomes of customer service
- perform all tasks according to established procedures
- report problems according to established procedures

(2) Method of Assessment

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

(3) Context of Assessment

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CSETDP0014A: Train Small Groups

Competency Descriptor: This unit describes the skills and knowledge required to plan, deliver and review training provided for the purposes of developing competency on a one-to-one or small group basis.

Competency Field: Education and Training

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare for training	1.1	Specific needs for training are identified and confirmed through consultation with appropriate personnel.
		1.2	Training objectives are matched to identified competency development needs.
		1.3	Training approaches are planned and documented.
2.	Deliver training	2.1	Training is conducted in a safe and accessible environment.
		2.2	Training delivery methods are selected appropriate to training participant(s) needs, trainer availability, location and resources.
		2.3	Strategies and techniques are employed which facilitate the learning process.
		2.4	Objectives of the training, sequence of activities and assessment processes are discussed with training participant(s).
		2.5	A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participant(s).
3.	Provide opportunities for practices	3.1	Practice opportunities are provided to ensure that the participant achieves the components of competency.
		3.2	Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants.

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4.	Review training	4.1 Participants are encouraged to self evaluate performance and identify areas for improvement.
		4.2 Participants' readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance.
		4.3 Training is evaluated in the context of self-assessment, participant feedback, supervisor comments and measurements against objectives.
		4.4 Training details are recorded according to enterprise and legislative requirements.
		4.5 Results of evaluation are used to guide further training.

RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present:

Relevant information to identify training needs includes:

- industry/enterprise or other performance competency standards
- endorsed components of relevant industry training package
- industry/workplace training practices
- job descriptions
- results of training needs analyses
- business plans of the organisation which identify skill development requirements
- standard operating and/or other workplace procedures

Appropriate personnel may include:

- team leaders/supervisors/ technical experts
- managers/employers
- training and assessment coordinators
- training participants
- representative government regulatory bodies
- union/employee representatives
- consultative committees
- assessors

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Training delivery methods and opportunities for practice may include:

- presentations
- demonstrations
- explanations
- problem solving
- mentoring
- experiential learning
- group work
- on the job coaching
- job rotation
- a combination of the above

Components of competency include:

- task skills
- task management skills
- contingency management skills
- job/role environment skills
- transfer and application of skills and knowledge of new contents

Training sessions may include:

- one to one demonstration
- small group demonstration (2 to 5 persons)

Characteristics of training participant may include information in relation to:

- language, literacy and numeracy needs
- cultural, language, and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- previous experience with the topic
- experience in training and assessment

Resources may include:

- time
- location
- personnel
- materials and equipment
- OHS and other workplace requirements
- enterprise/industry standard operating procedures
- finances/costs

Strategies and techniques may include:

- active listening
- targeted questioning
- points of clarification
- group discussions

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EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

(1) Critical Aspects of Evidence

Assessment requires evidence of the following products to be collected:

- Description of the specific training need and required competency outcomes.
- Outline of the training approach and steps to be followed.
- Description of training participant(s) and delivery method(s) to be used.
- Specific resources required.
- Outline of the evidence to be collected for monitoring training participant progress.
- Trainer's self assessment of training delivery.
- Participant evaluation of training delivery.
- Evaluation of review comments against plan of training.
- Records/documentation for monitoring progress of training participant(s).
- May be collected using proformas or template.

Assessment requires evidence of the following processes to be provided:

- How the specific training need was determined.
- How the sequence of the training was determined.
- How appropriate personnel were identified.
- Why particular delivery method(s) were selected.
- How the characteristics of training participant(s) as identified.
- How the resource requirements were established.
- How participant progress was monitored.
- Why and how the training resources were selected.

How appropriate personnel confirmed training arrangements

- How participant(s) were informed of:
  - intended training outcomes
  - competencies to be achieved
  - on and/or off the job practice opportunities
  - benefits of practices
  - learning activities and tasks
  - assessment tasks and requirements

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- How constructive feedback was provided to training participant about progress toward competency to be acquired
- How training participant readiness for assessment was determined and confirmed
- How records were maintained to ensure confidentiality, accuracy and security.

Evidence may be provided verbally or in written form.

Interdependent assessment of units

This unit may be assessed in conjunction with other units that form part of a job function.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- competency in the units being taught
- workplace application of the relevant competencies
- identification of evidence of competency
- planning of own work including predicting consequences and identifying improvements
- application of relevant workplace policies (e.g. OHS) and any relevant legislative or regulatory requirements
- correct use of equipment, and any other processes and procedures appropriate for the training
- ethical handling of performance issues

Skills
The ability to:

- Language, literacy and numeracy required skills to:
  - conduct discussions and ask probing questions to review the training
  - gather information (in spoken or written form) for review purposes
  - make verbal recommendations for delivery of future training
  - adjust language to suit target audience (training participant/appropriate personnel)
  - complete records on training
  - provide verbal feedback & report on training outcomes
  - follow and model examples of written texts
  - promote training in verbal or written form

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Communication skills appropriate to the culture of the workplace, appropriate personnel and training participants.

(4) Resource Implications

- Access to records system for training, information, and training participants and supervisory staff (where appropriate).

(5) Method of Assessment

Review of a portfolio containing the following

- Description of the specific training need and required competency outcomes .
- Outline of the training approach and steps to be followed.
- Description of training participant(s) and delivery method(s) to be used .
- Specific resources required.
- Outline of the evidence to be collected for monitoring training participant progress .
- Trainer's self assessment of training delivery .
- Participant evaluation of training delivery .
- Evaluation of review comments against plan of training.
- Records/documentation for monitoring progress of training participant(s). May be collected using specially designed forms/templates .

Questioning – oral/written relating to:

- How the specific training need was determined
- How the sequence of the training was determined
- How appropriate personnel were identified
- Why particular delivery method(s) were selected
- How the characteristics of training participant(s) as identified
- How the resource requirements were established
- How participant progress was monitored
- Why and how the training resources were selected
- How appropriate personnel confirmed training arrangements

How participant(s) were informed of:

- intended training outcomes
- competencies to be achieved
- on and/or off the job practice opportunities
- benefits of practices
- learning activities and tasks
- assessment tasks and requirements

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(6) Context of Assessment

Assessment may occur on the job or in a simulated workplace. Candidate workplace trainers should use competencies relevant to their area of technical expertise.

CRITICAL EMPLOYABILITY SKILLS

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

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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

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

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HS00113: Conduct Patient Assessment (Intermediate)

Unit Descriptor: This unit deals with the skills and knowledge required for conducting primary (initial) and secondary patient assessment and demonstrating rapid triage skills at the intermediate level.

ELEMENTS CANDIDATES MUST BE ABLE TO:		PERFORMANCE CRITERIA	
1	Perform primary (initial) patient assessment	1.1	Determine the need for universal precautions according to approved assessment procedures
		1.2	Check visually for obstructions to airways and implement appropriate action if necessary
		1.3	Perform chest auscultation to determine obstructions to airways and restrictions to breathing
		1.4	Check blood circulation using approved instruments
		1.5	Take body temperature using approved instruments
		1.6	Check for haemorrhaging and implement appropriate pre-hospital care and treatment
		1.7	Check visually for disability and implement appropriate method of treatment
		1.8	Record data on call record form according to company approved procedures
2	Perform a secondary patient assessment	2.1	Examine patient(s) visually and identify injuries to muscles, bones and local soft tissue structures
		2.2	Identify the mechanisms of an injury according to approved procedures
		2.3	Expose areas of injury whilst ensuring the safety of the patient in providing emergency care
		2.4	Record data on call record form according to company approved procedures
		2.5	Perform on-going patient assessment during treatment of

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			the patient
3	Demonstrate rapid triage skills	3.1	Identify hazards on the accident scene and implement necessary safety precautions
		3.2	Conduct triage, sort out and classify priorities to determine most immediate need for treatment
		3.3	Identify priorities based on the most critical needs for patient's survival using judgment
		3.4	Search patient for medical identifications as clues in providing appropriate emergency care
		3.5	Reassure patient(s) and bystanders to provide care and support while working in a confident and efficient manner
		3.6	Avoid misunderstandings and undue haste while working expeditiously to accomplish the task
		3.7	Record data in call record form according to approved procedures

RANGE STATEMENT

Obstructions to airways include**:**

- upper airways
- anatomical (tongue)
- pathological (swelling)
- foreign body
- lower airways
- asthma (reactive airway)
- emphysema (airway collapse)
- chronic bronchitis (airway inflammation)

Blood circulation includes:

- pulse
- blood pressure
- skin (CTC)

Restrictions to breathing include:

- Restrictive disorders
- Pneumonia, pulmonary edema, near drowning
- restrictive disorders / traumatic
- Pneumothorax (open and tension)
- Haemothorax, rib fractures, flail chest, traumatic
- Asphyxia- lack of oxygen in the blood
- Bronchitis
- Asthma
- wheezing
- anaphylactic reactions (Allergic)

Instruments used to check blood circulation include:

- blood pressure kit
- stethoscope
- Pulse Oximeter
- Basic ECG interpretation

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- Capnography

Instruments used to check body temperature include:

- clinical thermometer
- palm (outer)

Check haemorrhaging includes:

- examination of exposure of wounds
- assessment of the amount of bleeding

Disability includes:

- level of consciousness (AVPU)
- basic neurological assessment
- pupillary reaction
- paralysis

Injuries to muscles include:

- strains
- sprains
- torn ligaments and tendons
- open and closed wounds

Injuries to bones include:

- fractures
- dislocations

Injuries to local soft tissues structures include:

- open and closed wounds
- abrasion
- avulsion
- amputation
- incision
- contusion
- laceration
- puncture
- crush injury

Mechanisms of an injury include:

- Motor Vehicle Collision (MVC)
- Falls over 6 Feet
- Penetration injuries
- Blunt Injuries
- Blast /Projectiles
- Burns – temperature injuries

Hazards include:

- fire and potential fire
- falling objects and potential falling objects
- protruding objects
- potential violence
- atmospheric gas releases
- physical hazards
- traffic hazards

Priorities include:

- Patients needing immediate life support
- Excessive haemorrhaging
- Chronic breathing problems

Medical identifications include:

- identification bracelet for diabetic patient
- identification cards containing allergies to drugs
- medical alert bracelets /chains /key rings
- wallet cards
- bystanders and family /friends
- SAMPLE history

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

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1. how is information recorded
2. how is an Initial (Primary) Assessment conducted /performed
3. what is the EMT – Intermediate looking for during an Initial (Primary) Assessment
4. how is a Secondary Assessment performed
5. what is the EMT-Intermediate looking for during a Secondary Assessment
6. how is the scene assessed for dangers
7. how is on-going assessment performed
8. what is the EMT-Intermediate looking for during an on-going assessment
9. how is rapid triage performed using an approved system i.e the START system

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- perform chest auscultation
- perform secondary patient assessment i.e. injuries to muscles, bones and soft tissues
- recognise hazards on the accident scene
- demonstrate triage skills
- perform initial (primary) patient assessment used to detect and correct any immediate life threatening conditions. This will include primary survey of:
  -danger
  -response
  -airway
  -breathing
  -circulation
- document patient and incident details correctly
- interpret basic ECG
- use capnography in pre-hospital care
- use medical terminology to communicate with patients, co-workers and health professionals
- perform all tasks according to established procedures
- report problems according to established procedures

(2) Method of Assessment

Assessors should gather a range of evidence, over a period of time, which is valid, sufficient and authentic. Evidence should be gathered through a variety of ways including direct observation

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and oral questioning. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, manufacturer's specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment

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

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HS00114: Identify and Administer Approved Physiological and/or Psychological Management Technique (Intermediate)

Unit Descriptor:

This unit deals with the skills and knowledge required for managing multiple trauma patients, medical, cardio-vascular, neurological, obstetrical, gynaecological, paediatric and geriatric emergencies and treating a patient for emotional/mental crisis at the intermediate level.

ELEMENTS CANDIDATES MUST BE ABLE TO:		PERFORMANCE CRITERIA	
1	Maintain upper airway patency	1.1	Manage and mitigate environmental conditions according to standard operating procedures to ensure safety of victims, rescuers, and bystanders
		1.2	Assess victim's condition according to approved procedures
		1.3	Decide on and apply techniques and devices to maintain an open upper airway
		1.4	Remove foreign bodies from upper airway according to approved health and safety procedures
2	Perform basic airway management	2.1	Manage and mitigate environmental conditions according to standard operating procedures to ensure safety of victims, rescuers, and bystanders
		2.2	Assess victim's condition according to approved assessment procedures
		2.3	Decide on and apply techniques and devices to minimize breathing dysfunction
		2.4	Record data in call record form according to company approved procedures

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3	Provide basic care for given wounds and environmental injuries	3.1	Assess patient's condition using approved assessment techniques and devices
		3.2	Manage patient's wounds and injuries based on the patient's condition
		3.3	Monitor patient's condition and record vital signs according to company approved procedures
		3.4	Provide on site information about patient to other crew members or health-care professionals
		3.5	Prepare patient for ambulance transportation according to approved transportation procedures
4	Provide basic medical emergency management	4.1	Assess patient's condition according to approved assessment techniques and devices
		4.2	Manage patient's medical emergency according to approved management techniques, devices and patient's condition
		4.3	Monitor patient's condition and record vital signs according to company approved procedures
		4.4	Complete patient's call record form according to service requirements
		4.5	Provide on-site information about patient to other crew members or health-care professionals
		4.6	Prepare patient for ambulance transportation according to approved transportation procedures
		4.7	Provide psychological support to suicidal or potentially dying patients according to company approved procedures
5	Provide basic multiple trauma management	5.1	Check the accident scene to ensure it is safe and free from potential environmental hazards before entering
		5.2	Assess patient's conditions using approved assessment techniques and devices for multiple trauma
		5.3	Assess the mechanisms of injury according to approved procedures
		5.4	Manage traumatized patient's condition using approved

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			techniques and devices based on patient's condition
		5.5	Extricate traumatized patient from vehicle according to approved health and safety procedures
		5.6	Record data in patient's care report form according to service requirements
		5.7	Contact health-care professionals and special rescue teams for additional help if necessary
		5.8	Prepare on-site information about trauma patient(s) and inform other crew members or health-care professionals
		5.9	Prepare trauma patient for ambulance transportation according to approved transportation procedures
		5.10	Provide psychological support to trauma patients, significant others and bystanders if necessary
6	Provide basic cardio-vascular emergency management	6.1	Approach patient in a calm and controlled manner according to company approved procedures
		6.2	Assess patient's condition according to approved assessment techniques and devices for cardio-vascular emergencies
		6.3	Manage the cardio-vascular emergencies using approved management techniques and devices
		6.4	Record data in patient's care report form according to service requirements
		6.5	Contact health-care professionals and special rescue teams for additional help if necessary
		6.6	Provide on-site information about cardio-vascular patient to other crew members or health-care professionals
		6.7	Prepare cardio-vascular patient for ambulance transportation using approved transportation techniques and devices
		6.8	Reassure patient in order to provide care and support while working in a confident and efficient manner
7	Provide basic neurological emergency management	7.1	Approach patient in a calm and controlled manner according to company approved procedures
		7.2	Assess patient's condition using approved assessment

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			techniques and devices for neurological emergencies
		7.3	Manage the neurological emergencies using approved techniques and devices based on patient's condition
		7.4	Record data in-patient's care report form according to service requirements
		7.5	Contact health-care professionals and special rescue teams for additional help if necessary
		7.6	Provide on-site information about patient(s) condition to other crew members or health-care professionals
		7.7	Prepare patient for ambulance transportation according to approved transportation techniques and devices
		7.8	Reassure patient in order to provide care and support while working in a confident and efficient manner
8	Provide basic obstetrical emergency management	8.1	Check the obstetrical delivery kit contains all required and approved equipment and instruments
		8.2	Complete obstetrical history survey and record information in patient's care report form
		8.3	Observe patient for signs of potential newborn delivery and implement appropriate procedures as necessary
		8.4	Prepare patient for possible newborn delivery according to approved obstetrical procedures
		8.5	Deliver newborn according to approved obstetrical procedures
		8.6	Maintain a warm safe environment for newborn according to obstetrical management procedures
		8.7	Prepare patient for rapid transport in obstetrical emergencies according to approved transportation techniques
		8.8	Contact health-care professionals and special rescue teams for additional help if necessary
		8.9	Provide on-site information about patient to other crew members or health-care professionals
		8.10	Reassure patient in order to provide care and support while working in a confident and efficient manner

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9	Provide basic gynaecological emergency management	9.1	Approach patient in a calm and careful manner according to company approved procedures
		9.2	Assess patient's condition using approved assessment techniques and devices for gynaecological emergencies
		9.3	Manage patient's condition according to approved management techniques for gynaecological emergencies
		9.4	Contact health-care professionals and special rescue teams for additional help if necessary
		9.5	Collect expelled fetal tissue according to approved gynaecological procedures
		9.6	Record data in-patient's care report form according to service requirements
		9.7	Provide on-site information about patient's conditions to other crew members or health-care professionals
		9.8	Prepare patient for ambulance transportation according to approved transportation techniques and devices
		9.9	Reassure patient in order to provide care and support while working in a confident and efficient manner
		9.10	Provide psychological support to patient, significant others and bystanders according to company approved procedures
10	Provide basic paediatric emergency management	10.1	Minimize environmental conditions to ensure the safety of rescuers, bystanders and victims
		10.2	Assess patient's condition using approved assessment techniques and devices for paediatric emergencies
		10.3	Identify and document abuse or neglect of paediatric patients according to company approved procedures
		10.4	Manage patient's condition according to approved management techniques and devices and patient's condition
		10.5	Monitor patient's condition and record vital signs according to company approved procedures
		10.6	Complete patient's report card according to service

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			requirements
		10.7	Contact health-care professionals and special rescue teams for additional help if necessary
		10.8	Secure patient to extrication devices to prepare patient for ambulance vehicle transportation
		10.9	Prepare patient for ambulance transportation according to approved transportation techniques
		10.10	Reassure patient and significant others in order to provide care and support while working in a confident and efficient manner
11	Manage a patient undergoing an emotional and/or possible mental crisis	11.1	Consider the need for additional resources when managing a patient undergoing an emotional or mental crisis
		11.2	Assess patient's condition according to approved assessment techniques
		11.3	Manage patient's emotional and/or mental crisis according to approved management techniques
		11.4	Monitor patient's condition and record vital signs according to company approved procedures
		11.5	Complete patient's care report form according to service requirements
		11.6	Provide psychological support to victims and significant others according to approved psychological management procedures
		11.7	Provide on-site information about patient to other crew members or health-care professionals
		11.8	Prepare patient for ambulance transportation according to approved transportation techniques
12	Provide geriatric care	12.1	Identify and deal with common signs and symptoms associated with geriatric emergencies according to approved management techniques for geriatric care
		12.2	Identify and deal with common medical emergencies associated with geriatric patients according to approved procedures
		12.3	Identify and deal with common trauma emergencies associated with geriatric patients according to approved

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			management techniques for geriatric care
		12.4	Identify and document abuse or neglect of the geriatric patient and inform company approved personnel
		12.5	Assess geriatric patient condition using approved assessment techniques
		12.6	Integrate the approach, assessment, treatment and transportation of a patient according to approved geriatric management procedures
		12.7	Communicate information regarding care to patient, relative or primary caregiver(s) using company approved communication methods
		12.8	Confirm approach, assessment, care and transportation decisions with company approved personnel
13	Provide care for physically-challenged patient	13.1	Identify and deal with common medical emergencies associated with physically-challenged patients according to approved management techniques
		13.2	Identify and deal with common trauma emergencies associated with physically-challenged patients according to approved management techniques
		13.3	Identify and document abuse or neglect of the physically-challenged patient and inform company approved personnel
		13.4	Assess physically-challenged patient's condition using approved assessment techniques
		13.5	Integrate the approach, assessment, treatment and transportation of a patient according to approved procedures
		13.6	Communicate information to patient's parent(s) regarding care according to approved communication methods
		13.7	Confirm approach, assessment, care and transportation decisions with company approved personnel

RANGE STATEMENT

Environmental conditions include:

- heat, cold
- electricity

Victim's conditions before maintaining patency of upper airway include:

- level of consciousness

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- water
- fire
- trauma
- pathogens
- violence

Techniques and devices used to maintain open upper airway include:

- head tilt, chin lift
- modified jaw thrust
- chin lift
- oropharyngeal airway devices
- suctioning
- oropharyngeal
- nasopharyngeal
- combi tubes
- Laryngeal Mask Airway (LMA)

Victim's conditions before performing basic airway management include:

- Asthma
- Emphysema
- Chronic bronchitis
- Pneumonia
- Pulmonary edema
- (Near) drowning

Patient's condition for wounds and environmental injuries includes:

- wounds
- electrical shocks
- heat and cold related illness
- heat cramps, exhaustion and stroke, hypothermia
- thermal burns
- chemical and electrical burns
- diving accidents
- hazardous materials
- embedded objects

- airway, breathing, foreign body in airway, smoke inhalation
- circulation
- heart attack, stroke
- (near) drowning
- drug overdose
- suffocation
- trauma
- suspected spinal injuries
- electric shock
- hypothermia

Foreign bodies include:

- food
- fluids (including blood)
- tongue
- dentures

Techniques and devices used to minimise breathing dysfunction include:

- mouth to mouth barrier device ventilation
- oxygen administration
- bag-valve mask resuscitation(BVM)
- hand held aerosol nebulizer
- Cardio-pulmonary resuscitation (CPR)
- major haemorrhage control
- adjuncts
- Laryngeal Mask Airway (LMA)
- automatic and manual suctioning
- mouth to mask
- nasal prongs
- non-rebreathable masks
- combitube insertion

Assessment techniques and devices used for wounds and environmental injuries include:

- initial (primary) patient assessment
- secondary patient assessment
- patient's history
- equipment for injury survey
- baseline vital signs

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- Airway, breathing, circulation (ABC)
- Deformities, contusions, abrasions, pain, burns, tenderness, lacerations, swelling (DCAP-BTLS)
- Tenderness, instability, crepitus (TIC)
- Signs/symptoms, allergies, medications, past history, last oral intake, events leading to incident (SAMPLE)
- Pulse, sensory, motor (PSM)
- chief complaint

Techniques used to manage patients' wounds and injuries include:

- controlling haemorrhaging
- bandaging wounds
- stabilizing and reduction of painful swollen joints and injured extremities
- immobilizing spine
- reducing body temperature (cooling down
- increasing body temperature (re-warming)
- burn dressings

Vital signs include:

- positive and/or negative changes in patient's condition
- level of consciousness utilising GCS
- pupillary responses
- respiratory rate
- pulse
- blood pressure
- temperature

Health-care professionals include:

- medical doctors
- pathologists (forensic scientists)
- paramedics
- medical social worker
- psychologist/psychiatrist
- nurses

Health and safety practices include:

- wearing of gloves, gowns and masks
- disposal of swabs etc
- handling of bleeding patient
- washing of hands

Patient's condition before providing basic management for medical emergencies includes:

- Ketoacidosis,
- Hypoglycemia/Hyperglycemia
- Anaphylaxis (acute allergies)
- Poisoning
- Communicable diseases (AIDS, Hepatitis)

Assessment techniques and devices used for basic management for medical emergencies include:

- patient's medical history, ID bands and ID cards
- patient's blood glucose level
- Mechanisms of injury (MOI) survey
- Nature of Illness (NOI)
- Initial (primary) and secondary patient assessments
- Trends of vital signs

Management techniques used to manage patient's medical emergencies include:

- administration of sugar containing drinks or gels
- performance of chin lift and jaw thrust manoeuvres
- use of airway adjuncts
- administration of oxygen
- artificial ventilation with bag valve masks-100 % oxygen
- artificial ventilation with portable

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- Patient's oxygen saturation levels

Potential environmental hazards include:
- fire
- water
- loose electrical wires
- protruding instruments
- falling objects and potential falling objects
- violence
- crime scene
- gas release

Mechanisms of injury in multiple trauma patients include:
- head on collision
- T-Bone (lateral) collision
- rear-end collision
- thrown from vehicle
- dashboard injury
- falling directly on feet
- fall from a height
- fall on an outstretched hand
- bullet (gun shot) entry
- knife (sharp instrument) entry
- fire
- electrical shocks
- near drowning

Special Rescue Teams include:
- fire services
- defense force
- police
- paramedic/EMT
- NEMA/ODPM
- search and rescue

Cardio – vascular emergencies include:
- abnormal blood pressure (low and high)
- bleeding and shock (hypovolemic, cardio-genic, vasodilatory, obstructive, respiratory)
- internal bleeding
- heart diseases (arteriosclerosis, ischemic

mechanical ventilators

Multiple Trauma includes:
- internal and external haemorrhaging
- fractures and dislocations (of skeletal parts)
- abdominal injuries
- head injury
- strains, sprains, torn ligaments and tendons (muscles)
- open and close wounds (contusion, laceration, puncture, crush injury, abrasion, avulsion)
- amputations
- gun shot wounds
- thoracic trauma (flail chest, haemothorax, pneumothorax)
- burns
- pelvic stabilisation

Techniques and devices used to manage traumatised patient's condition include:
- external haemorrhaging control
- opening upper airway
- burn (thermal, chemical, electrical) treatment
- reducing or increasing body temperature
- CPR
- splints and bandages
- suctioning of airway
- insertion of nasopharyngeal and oropharyngeal airway
- oxygen administration
- use of pocket and bag-valve mask

Patient's condition in cardio-vascular emergencies includes:
- chest discomfort
- shoulder / arm pain
- neck / jaw pain
- Dyspnoea (difficult / laboured breathing)
- Syncope (temporary loss of consciousness)

Management techniques and devices used to manage cardio-vascular emergencies include:
- reassurance, calming patient, gentle handling
- maintenance of shock measures,

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chest pain, coronary heart disease, Angina pectoris)
- Myocardial Infarction (heart attack)
- heart failure (right and left sided)
- Aneurysms (abdominal aortic and dissecting thoracic)
- trauma to the heart (myocardial contusion and pericardial tamponade
- Arrhythmia

Transportation techniques and devices include:
- bio-mechanics (lifting and moving techniques)
- extrication principles
- safe removal
- immobilization techniques
- packaging techniques
- wheel chairs
- stretchers

Equipment and instruments found in an obstetrical delivery kit include:
- sterile gloves
- drape sheet
- umbilical clamps
- scalpel
- blanket
- obstetric pad and towelette
- plastic bag for placenta
- gauze, sponge, syringe, alcohol prep and nylon ties
- small portable suction

Obstetrical emergencies include:
- labour and delivery complications
- breech birth
- prolapsed cord
- shoulder dystocia
- placenta previa
- ruptured uterus
- abruption placenta
- premature rupture of membranes

maintaining body temperature
- IV cannulition, administration and maintenance
- external bleeding control
- pressure bandage application
- pressure devices to control external haemorrhaging
- Cardio-pulmonary resuscitation (CPR)
- Medication administration- aspirin, nitroglycerine, Glucose, Oxygen, Bronchodilators (eg Ventolin)' Epinephrine Auto Injectors, Artrophrine Auto Injectors
- airway adjuncts
- Automatic External Defibrillator (AED) use
- Manual Defibrillator
- Manual External Defibrillator

Signs of potential newborn delivery include:
- length of time between contractions is 2 minutes or less
- regular contractions that last 45-60 seconds
- mother needs to move her bowels
- mother wants to bear down and push
- bulging or crowning of the perineum

Management techniques for obstetrical emergencies include:

- reassurances, calming patient, gentleness
- appropriate positioning of patient
- oxygen administration
- IV fluid replacement
- administration of medication to counter post-partum hemorrhage
- maintenance of shock measures

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- postpartum haemorrhage
- involuted uterus
- retained placenta
- pre-eclampsia
- Eclampsia
- pregnant trauma

Management techniques for gynaecological emergencies include:

- monitoring airway, breathing and circulation
- oxygen administration (in case of shock)
- elevating lower extremities
- emotional support (rape victim and abortion victim)
- evidence preservation (rape victim) including not treating superficial bruises or wounds

Resources include:

- law enforcement
- specialised psychiatric personnel
- social services
- fire services
- Hazmat
- poison control
- bioterrorism

- maintaining body temperatures

Gynaecological emergencies include:

- abortion
  - spontaneous
  - induced
  - complete
  - incomplete
- haemorrhaging
- pregnant trauma victim
- rape victim
- Perineal injuries

Health-care professionals include:

- medical doctors
- nurses
- paramedics
- psychologists/psychiatrists

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. how does the EMT-Intermediate assess the airway
2. what airway adjuncts can the EMT-Intermediate use
3. how does the EMT-Intermediate care for multiple patients
4. what types of proper treatment is provided to Trauma patients

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5. how does the EMT-Intermediate identify the levels of Trauma
6. how does the EMT–Intermediate care for Cardio-Vascular emergencies
7. how does the EMT–Intermediate care for Neurological Emergencies
8. how does the EMT- Intermediate care for a Diabetic patient
9. how does the EMT- Intermediate care for Burn patients
10. how does the EMT- Intermediate care for Airway Emergencies
11. how does the EMT– Intermediate care for Obstetrical Emergencies
12. how does the EMT– Intermediate care for Gynaecological Emergencies
13. how does the EMT– Intermediate manage Paediatric Emergencies
14. how does the EMT- Intermediate care for Psychological patients
15. how does the EMT- Intermediate care for unusual situations
16. how does the EMT- Intermediate care for geriatric patients
17. how does the EMT- Intermediate care for physically-challenged patients

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- perform basic and advanced airway management
- manage and deal with different types of emergencies – wounds, trauma, neurological, obstetrical, gynaecological, paediatric, geriatric, psychological
- monitor patient's conditions
- prepare patient for ambulance transportation
- obtain relevant information e.g. patient history
- complete all documentation and supply all relevant patient information to receiving staff under different situations including routine, non-routine and emergency
- perform all tasks according to established procedures
- report problems according to established procedures

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(2) Method of Assessment

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

(3) Context of Assessment

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

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HS00116: Recognize Healthy Body Systems in a Health Care Context (Intermediate)

Unit Descriptor: This unit of competency describes an in-depth knowledge of anatomy and physiology required to re cognize body systems and their components and in-depth knowledge of pathology which affect the human body

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

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RANGE STATEMENT

Major body systems include:

- cardiovascular system
- respiratory system
- musculo-skeletal system
- endocrine system
- nervous system
- digestive system
- urinary system
- reproductive system
- integumentary system
- the special senses – smell, taste, vision, equilibrium and hearing

Pathology includes:

- congenital
- acquired diseases

- toxic
- infection
- vascular
- neoplasms
- nutritional
- endocrine
- immunological
- hematological
- metabolic
- psychological

Support healthy functioning includes:

- body regulation –
  - maintenance of body temperature
  - body fluids
  - elimination of waste
  - maintenance of blood pressure
- protection from infection
- physical activity –active and passive

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

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

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EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

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

(2) Method of Assessment

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

(3) Context of Assessment

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

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HS00125: Deliver Training Sessions

Unit Descriptor: This unit describes the skills and knowledge required to deliver training sessions as part of a training program.

ELEMENTS CANDIDATES MUST BE ABLE TO:		PERFORMANCE CRITERIA	
1	Prepare training participants	1.1	Training program goals and training session outcomes are explained to, and discussed with, training participants
		1.2	The training program workplace applications, training activities and tasks are explained and confirmed with the training participants
		1.3	Needs of training participants for competency acquisition are identified in accordance with the organisation's goals, plans and objectives
		1.4	The series of training sessions for the training program are explained to training participants in accordance with the organizations' goals, plans and objectives
		1.5	Ways in which the competencies are to be developed and assessed are explained to, and confirmed with, training participants in accordance with organizational procedures
2	Present training session	2.1	Presentation and training delivery are appropriate to the characteristics of training participants and the development of the competencies
		2.2	Presentation of training and design of learning activities emphasise and reinforce the dimensions of competency
		2.3	Presentation and training delivery methods provide variety, encourage participation and reinforce competencies
		2.4	Spoken language and communication strategies / techniques are used strategically to encourage participation and to achieve the outcomes of training sessions
		2.5	Training sessions are reviewed and modified as necessary to meet training participants' needs and in accordance with the organizations procedures

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3	Facilitate individual and group learning	3.1	The requirements for the effective participation in the learning process are explained in accordance with the organizations procedures
		3.2	Information and advice is given to training participants during training sessions in accordance with the organizations' goals, plans and objectives
		3.3	Training presentations are enhanced with the use of appropriate training resources
		3.4	Clear and accurate information is presented in a sequence to foster competency development
		3.5	Training participants are actively involved in sessions by being encouraged to ask questions, clarify points of concern and contribute comments at appropriate and identified stages
		3.6	Training equipment and materials are used in a way that enhances learning in accordance with the organization's continuous improvement policies and processes
		3.7	Supplementary information is provided to enhance and clarify understanding as required by individuals or the group
		3.8	Key points are summarised at appropriate times to reinforce learning
		3.9	Individual learning and group dynamics are monitored and managed to achieve program goals
		3.10	Language, literacy and numeracy issues are taken into account to facilitate learning by training participants
4	Provide opportunities for practice and feedback	4.1	Process, rationale and benefits of practice of competency are discussed with training participants and in accordance with the organizations procedures
		4.2	Practice opportunities are provided to match specific competencies to be achieved, context of the training program and specific outcomes of the training session
		4.3	Training participants' readiness for assessment is monitored and discussed with participants in accordance with the organizations procedures
		4.4	Constructive feedback and reinforcement are provided through further training and/or practice opportunities

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5	Review delivery of training session	5.1	Training participants' review of training delivery is sought in accordance with the organizations' goals, plans and objectives
		5.2	The delivery of training session is discussed with appropriate personnel at appropriate times in accordance with the organizations procedures
		5.3	Trainer self assesses training delivery against program goals, session plans and assessment and competency standards
		5.4	The reactions of relevant personnel to the delivery are sought and discussed at appropriate times in accordance with the organizations procedures
		5.5	Adjustments to delivery, presentation and training are considered and incorporated in accordance with the organizations procedures

RANGE STATEMENT

Target group includes:

- employee groups (e.g. particular classification or work area, female employees)
- groups or individuals with special training and or recognition needs

Characteristics of participants include:

- language, literacy and numeracy needs
- cultural and language background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety

Training program include:

- national industry training packages

Appropriate personnel include:

- trainers/teachers and assessors
- team leaders, supervisors, managers, employers
- participant/employee/learner
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments
- statutory and accreditation authorities

Training programs include:

- enterprise based delivery
- provider based delivery, fee for service
- community based delivery
- school based delivery
- international programs
- combination of the above

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- enterprise training packages
- enterprise based standards
- standards of performance or curriculum
- international standards
- international programs

Training sessions include:

- theory
- demonstration
- combination of the two

Training materials include:

- non-endorsed components of an industry
- training package
- work books
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation

Dimensions of competency include:

- task skills
- task management skills
- contingency management skills
- job/role environment skills
- transfer and application of skills and knowledge to new contexts

Target group's competencies include:

- reports on assessment of competencies
- content analysis of curriculum vitae
- enterprise training and assessment record keeping system
- industry training and assessment recording system
- self, peer or supervisor reports

Training delivery methods include:

- face to face
- distance
- fixed schedule, partly self-paced, all self paced
- trainer centred, participant centred
- place dependent, place independent
- interactive (e.g. audio, or video conferencing, computer assisted, discussion)

Practice opportunities include:

- on the job
- off the job but located in participant's workplace
- off the job in a special demonstration area
- off the job in external training room
- work/field placements
- a combination of the above

Training activities and tasks include:

- oral presentations
- simulation activities
- project work
- group activities
- practical demonstrations
- assignments
- laboratory work
- shadowing, coaching, mentoring
- computer based learning
- role-plays
- interviews
- discussion groups

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- surveys
- action learning
- on the job learning
- off the job learning
- practical placements

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. what are the relevant competency standards including industry or enterprise standards
2. what are the unit(s) of competency relevant to the training program
3. what is the design and / or customization of effective learning resources
4. what are the training delivery methods / strategies
5. how to identify and use equipment, processes and procedures relevant to unit(s) of competencies
6. what are the principles of adult learning and competency based training as applied to target group
7. what skills are required in facilitating group and individual learning in specific contexts
8. what skills are required in the design of activities and tasks to facilitate learning in specific contexts
9. what are the sources of assistance for participants requiring language or other particular training support
10. what language, literacy and numeracy skills are required to present information in a clear, logical and coherent manner
11. how to present technical information using language which mirrors the language used to perform the task or skill in the relevant work context
12. how to adjust spoken and written language to suit the audience
13. how to employ interaction strategies and techniques (e.g. probing questioning, active listening & constructive feedback) to encourage participation
14. how to prepare learning resources and materials using language and layout features to suit intended audience
15. what are the communication skills appropriate to the culture of the workplace, personnel and target groups

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- deliver training sessions in a number of contexts using a range of delivery methods to competency requirements.
- train using training materials and resources
- perform self assessment of training delivery
- document reaction of appropriate personnel and training participants to delivery of training sessions

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- make changes to subsequent delivery practices based on feedback by training participants and appropriate personnel

(2) Method of Assessment

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

(3) Context of Assessment

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

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HS00126: Supervise Work Teams

Unit Descriptor: This unit deals with the skills and knowledge required by the supervisor to play a key role in leading, participating in, facilitating and empowering work teams/groups within the context of the organization.

ELEMENTS CANDIDATES MUST BE ABLE TO:		PERFORMANCE CRITERIA	
1	Participate in team planning	1.1	The supervisor assists the team establish its purpose, roles, responsibilities and accountabilities in accordance with the organisation's goals, plans and objectives
		1.2	The supervisor assists the team, monitors and adjusts its performance within the organisation's continuous improvement policies and processes.
		1.3	The supervisor encourages the team to use the competencies of each member for team and individual benefit
2	Develop team commitment and co-operation	2.1	The supervisor assists the team to use open communication processes to obtain and share information
		2.2	The team makes decisions in accordance with its agreed roles and responsibilities
		2.3	The supervisor supports the team to develop mutual concern and camaraderie in accordance with the organization's continuous improvement policies and processes
3	Supervise and develop team performance	3.1	The results achieved by the team contribute positively to the organisation's business plans
		3.2	The supervisor encourages the team to exploit innovation and initiative in accordance with the organizations' goals, plans and objectives
		3.3	Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals
		3.4	Team members share and enhance their knowledge and skills in accordance with the organization's continuous

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			improvement policies and processes
4	Participate in and facilitate the work team	4.1	Team members participate actively in team activities and communication processes in accordance with organization's procedures
		4.2	Individuals and teams take individual and joint responsibility for their actions in accordance with agreed roles and responsibilities
		4.3	The team receives support to identify and resolve problems which impede its performance in accordance with the organization's continuous improvement policies and processes

RANGE STATEMENT

Legislation, codes and national standards include:

- award and enterprise agreements and relevant industrial instrument
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Safety and Health and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Teams include:

- one or a mixture of on-going work-based, project-based, task specific
- cross-functional
- full time employees
- contractors
- part time employees

OSH considerations include:

- implement and monitor participative arrangements
- information to team about OSH
- the organisation's OSH policies, procedures and practices

Supervisor includes:

- leader
- facilitator
- participant
- coach
- mentor

Competencies include:

- the abilities of the team members
- formally recognized
- not formally recognized
- industry-wide
- enterprise specific
- individual specific

Knowledge and skill development methods include:

- coaching
- mentoring
- exchange/rotation
- shadowing
- action learning
- structured training programs

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UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. what are the relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Safety and Health and environmental issues, equal opportunity, industrial relations and anti-discrimination
2. what are the principles and techniques associated with the organization of teams and team goal setting
3. how to devolve responsibility/accountability to teams and include team dynamics, conflict resolution, gaining team commitment, monitoring and assessing team performance
4. how to gain team commitment to the organisation's goals, values and plans
5. what are the forms of bias/discrimination and how to deal with them
6. how to access and use workplace information
7. how to assess the competence of the team
8. how to facilitate the participation of team members
9. how to work effectively with team members who have diverse work styles, aspirations, cultures and perspectives
10. how to facilitate team development and improvement
11. how to assess competency development requirements
12. how to gain the trust and confidence of colleagues
13. how to deal with people openly and fairly
14. how to use coaching and mentoring skills to provide support to colleagues
15. how to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- provide leadership to team
- contribute positively to team performance
- provide coaching and mentoring support
- perform all tasks according to established procedures
- report problems according to established procedures

(2) Method of Assessment

Assessors should gather a range of evidence, over a period of time, which is valid, sufficient and authentic. Evidence should be gathered through a variety of ways including direct observation

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and oral questioning. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, manufacturer's specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment

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

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HS00119: Support Elderly Persons to Meet Their Emotional and Psychosocial Needs

Unit Descriptor: This unit describes the knowledge and skills required by the worker to support the older person to meet their emotional and psychosocial needs

ELEMENTS CANDIDATES MUST BE ABLE TO:		PERFORMANCE CRITERIA	
1	Support the older person to remain engaged with their social network and the wider community	1.1	The older person's social network is identified to ensure their emotional and psychosocial needs are met
		1.2	The older person's social and recreational preferences are determined to ensure they remain engaged with their social network and the wider community
		1.3	The older person is encouraged and facilitated in their attendance at selected social and recreational activities
		1.4	The need to modify or adapt social and recreational activities to meet the specific needs of the older person is recognised and reported to the appropriate person
		1.5	The older person is provided with information about community networks and activities available to them
2	Support the older person to meet their emotional and psychological needs	2.1	An understanding of the impact of ageing on the individual's emotional and psychological well-being is demonstrated in accordance with organization's procedures
		2.2	The older person's self esteem and confidence is encouraged and supported in accordance with organization's protocols
		2.3	The older person is supported and encouraged to achieve maximum emotional well being
		2.4	Empathy is shown to an older person who is emotionally distressed
		2.5	Assistance is sought from an appropriate person when it is not possible to meet the emotional and psychological

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			needs of the older person
3	Recognise and accommodate the older person's cultural and spiritual preferences	3.1	Acceptance of an older person's cultural and spiritual preferences is demonstrated according to cultural requirements
		3.2	Work practices accommodated an older person's modesty and privacy according to cultural requirements
		3.3	Communication practices demonstrated cultural sensitivity in accordance with organization's protocols
		3.4	The older person's continual participation in cultural and spiritual practices and celebrations is facilitated in accordance with organization's procedures
		3.5	The older person is provided with information regarding relevant cultural and spiritual networks available in the community
4	Support the older person who is experiencing loss and grief	4.1	An understanding of the impact of ageing on an individual's experiences of loss and grief is demonstrated in accordance with organization's procedures
		4.2	The stages of loss and grief are recognised and implement corrective measures
		4.3	Signs that an older person is experiencing grief are recognised and reported to an appropriate person
		4.4	Appropriate communication strategies are utilised when an older person is expressing their fears and other emotions associated with loss and grief
		4.5	The older person and /or their support network are provided with information regarding relevant support services
		4.6	Particular needs are acknowledged and referral made to an appropriate individual/agency
5	Recognise and accommodate the older person's expressions of identity and sexuality	5.1	An understanding of the impact of ageing on an individual's expression of identity and sexuality is demonstrated
		5.2	Own values and attitudes regarding sexuality are not imposed on others in accordance with organization's policies
		5.3	The older person is supported to express their sexuality

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within organisational protocols

5.4 Different spiritual expressions of sexuality are respected in accordance organization's protocols

5.5 Unmet needs relating to sexuality are identified and referred to an appropriate person/agency

RANGE STATEMENT

Older people include:

- individuals living in residential aged care environments
- individuals living in the community who are over 60 years
- prospective individuals to the service or services

Medical needs include:

- doctors visits
- ancillary medical visits
- treatment plans
- medications

Emotional needs include:

- freedom from fear
- freedom from anger
- freedom form loneliness
- freedom from guilt
- freedom from anxiety
- acceptance of loss
- love and affection
- a sense of security and contentment

Spiritual needs include:

- formal and informal religious observance
- need for privacy and an appropriate environment to reflect and/or participate in spiritual activities
- ceremonial observances

Environments include:

- older person's own dwelling
- independent living accommodation
- residential aged care facilities
- community centres

Psychological needs include:

- freedom from undue stress
- a sense of control
- self-esteem
- self-determination
- personal identity
- sense of belonging
- life stage acceptance

Cultural needs include:

- conflict between the clients/patients
- conflict between two or more colleagues
- need for continued interaction with cultural community

Types of loss include:

- significant other/s
- independence
- control
- status
- possessions
- relationships

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- translocation
- health

Sexuality and identity needs include:

- love and affection
- touch
- physical appearance
- need for privacy and discretion
- access to assistive/protective devices

Stages of grief include:

- Denial
- Anger
- Bargaining
- Depression
- Acceptance

Reactions to loss include:

- shock
- emotional release
- physical distress
- panic
- guilt
- hostility/destructive behaviour
- lack of interest/apathy

Support networks include:

- advocates
- family members
- caregivers
- friends
- clergy/pastoral care provider

Community networks include*:*

- ethno-specific organizations
- clubs
- community centres
- support groups
- sport and recreational groups
- community welfare groups
- voluntary organizations

Appropriate communication and relationship building processes include:

- courtesy
- empathy
- non-judgmental care
- observing and listening
- respect for individual differences
- cross-cultural communication

Reporting include:

- verbal
- telephone
- face to face
- non-verbal (written)
- progress reports
- case notes
- incident reports

Appropriate persons/agencies include:

- supervisor
- health professionals (registered nurse, doctor, social worker, diversional therapist, psychologist)
- sex therapist
- clergy/pastoral care provider
- palliative care association
- special associations providing support services to individuals with specific health problems/disorder, physical and mental problems
- support group
- association providing support services for

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loss and grief

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. what are the relevant policies, protocols and practices of the organisation in relation to unit descriptor and work role
2. what are the concepts of recreation and leisure and older people
3. what are the stereotypes of older people and recreation
4. what strategies are used to facilitate continued community involvement
5. how to develop new networks and facilitate choice
6. what strategies are used for selecting recreational and leisure activities based on preferences and abilities
7. what are the emotional and psychological needs of older people
8. what are the concepts of powerlessness and empowerment
9. what is the definition and explanation of the terms 'spirituality' and 'cultural'
10. what are the expressions of spirituality and culture
11. what are the effects of spirituality and culture on care delivery
12. what are the resources and networks that can support the cultural and spiritual needs of older people
13. what are the principles and practices of cross-cultural communication
14. what are the types of loss and stages of grief
15. what are the reactions to loss
16. what are the factors that influence the outcomes of loss and grief
17. what are the strategies for supporting an older person who is experiencing loss and grief
18. what are the strategies for accommodating cultural and spiritual customs surrounding loss and grief
19. what is the definition and explanation of the terms 'sexuality' and 'personal identity'
20. what are the cultural and individual differences in expressing sexuality
21. what are the beliefs and false beliefs surrounding sexuality and ageing
22. what are the issues surrounding sexuality and sexual expression in residential settings
23. what are the strategies for managing inappropriate sexual behaviour
24. how to follow work-related instructions and directions and to seek clarification and comments from supervisors, clients and colleagues
25. how to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues
26. how to adapt communication styles to meet specific needs, provide information and express encouragement and support including active listening and empathy
27. how to resolve problems within organisational protocols
28. how to work collaboratively with clients, social networks, colleagues, supervisors and other services/agencies
29. how to understand and deal with effects of ageing
30. how to keep the older person engaged with his/her social network regardless of his/her cultural and spiritual needs
31. how to recognize emotional changes
32. how to handle older person’s needs of identity and sexuality
33. how to ensure cooperation from the older person

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EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- follow workplace procedures for care of the older person accurately
- provide appropriate support for maintaining the older person engaged with his/her social network
- follow workplace procedures for recognizing older person's emotional/psychosocial needs as well as appropriate follow up
- follow workplace procedures for identifying cultural and spiritual preferences accurately
- provide support for the older person who is experiencing loss and grief
- provide support and understanding for meeting older person's expressions of identity and sexuality
- follow workplace procedures for handling older person's identity and sexuality needs
- report and document all types of needs identified
- perform all tasks according to established procedures
- report problems according to established procedures

(2) Method of Assessment

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

(3) Context of Assessment

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

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HS00120: Provide Care for Persons with HIV/AIDS and Other Communicable Diseases

Unit Descriptor: This unit deals with the skills and knowledge required to provide care for persons who are infected with HIV/AIDS and other communicable diseases using Universal Precautions at all times

ELEMENTS CANDIDATES MUST BE ABLE TO:		PERFORMANCE CRITERIA	
1	Assess the needs of the person based on medical diagnosis	1.1	Initial assessment is made with supervisor to identify actual needs
		1.2	Follow-up assessment is done with supervisor to identify potential needs
		1.3	Assessment is made based on signs and symptoms present
		1.4	Assessment is done to determine person's physical and emotional response to the effects of HIV/AIDS and other communicable diseases
		1.5	On-going assessments are done to determine declining changes in health status
2	Provide proper nutrition to individuals	2.1	Diet is offered to patient based on nutritional status
		2.2	Client is involved in selection of diet and allowed preferences when appropriate and in accordance with nutritional requirements
		2.3	Client is offered liquid substitutes by mouth when chewing becomes difficult
		2.4	Client is given adequate fluids to maintain hydration as ordered
		2.5	Client intake of diet is documented/recorded according to organizational procedures
		2.6	Deficits in person's adherence to meal plan are reported to relevant personnel in accordance with organizational

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			requirements
3	Provide comfort needs to individuals	3.1	Client is assisted in meeting hygienic needs in accordance with organizational requirements
		3.2	Allowance is made for posture based on medical condition, preferences and comfort levels required by client
		3.3	Meticulous mouth/oral care is provided as often as necessary and in accordance with hygiene requirements
		3.4	Skin integrity is maintained especially for bed-bound persons in accordance with health and safety procedures
		3.5	Personal items are placed within the reach of person to ensure easy access when needed
		3.6	Client's involvement in care is consistent with physical condition and in accordance with organization's procedures
		3.7	Relatives are involved in assisting to meet client's care needs when appropriate
		3.8	Care environment is kept organized and hygienic at all times and in accordance with organization's requirements
		3.9	Actions taken in provision of comfort needs are reported and documented in accordance with organization's procedures
4	Promote energy conservation	4.1	Care activities are grouped to minimize disturbances of periods of rest and sleep
		4.2	Clients are encouraged to consume meals on regular basis
		4.3	Activities in environment that causes fatigue are reduced following organization's procedures
		4.4	Objective for moving and turning client is appropriately determined
		4.5	Any significant changes in person's energy levels are reported to appropriate personnel and in accordance with organization's reporting requirements
5	Protect immune system	5.1	Universal precautions are implemented to maintain safe practice and to prevent cross infections
		5.2	Client is observed for opportunistic illnesses and implement corrective measures
		5.3	Isolation precautions are instituted when relevant and in accordance with health requirements
6	Promote health and wellbeing	6.1	Client's physical, psychosocial and spiritual needs are met in accordance with organization's procedures

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6.2	Client is assisted in maintaining independence and preventing disability to promote positive health and wellbeing
6.3	Client is provided with diversional therapy to enhance quality of life
6.4	Client and relatives are educated regarding available supporting services in accordance with organization's procedures
6.5	Medical therapy for client is maintained as prescribed and in accordance with health requirements
6.6	Client is educated regarding safe sexual practices and in accordance with organizational policies and procedures

RANGE STATEMENT

Care settings include:

- hospice
- hospital
- long-term facilities
- home

Personal protective equipment include:

- safety glasses/goggles
- gloves
- footwear
- protective clothing
- face mask
- biohazard bags
- screens

Opportunistic illnesses include:

- Kaposi's sarcoma
- Hodgkin's lymphoma
- Pneumocystis carinii pneumonia
- Candida albicans
- Tuberculosis
- Herpes

Universal Precautions strategies include:

- hand washing
- personal Protective Equipment
- proper handling, using and disposing of needles and other sharp instruments
- disinfection of equipment contaminated with body fluid

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UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. what is the HIV/AIDS and other communicable diseases process
2. what are the significant signs and symptoms of deterioration in health status
3. what are the universal precautions as it relates to care of persons with HIV/AIDS and other communicable diseases
4. what are the strategies that will facilitate health promotion of infected persons
5. what are the social services specially designed to provide support to persons and their families with HIV/AIDS
6. what are the appropriate care measures
7. what are the quality of life issues
8. what are the effects of HIV/AIDS and other communicable diseases on the immune system
9. how to monitor physical activity of the person in relation to level of endurance
10. how to coordinate resources necessary to provide care
11. how to apply appropriate communication skills to provide instructions to facilitate the participation of persons and families in care activities
12. how to serve diet appropriate to health needs as prescribed
13. how to provide suitable aids based on condition/status of client
14. how to perform universal precaution measures to maintain safe practice and to prevent cross infections
15. how to document and report significant findings regarding changes in client's health
16. how to interact appropriately with family members
17. how to monitor emotional and physical state of the client

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- use universal precautions and proper isolation measures at all times
- follow workplace procedures for care of persons with HIV/AIDS and other communicable diseases
- identify and respond to health needs and decline in health status
- provide appropriate care strategies based on person's needs with supervision
- document and report significant findings
- perform all tasks according to established procedures
- report problems according to established procedures

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(2) Method of Assessment

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

(3) Context of Assessment

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

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HS00121: Prepare and Care for Clients Scheduled for Diagnostic and Medical Procedures

Unit Descriptor: This unit describes relevant skills and knowledge required to prepare and care for clients before, during and after diagnostic and medical procedures

ELEMENTS CANDIDATES MUST BE ABLE TO:		PERFORMANCE CRITERIA	
1	Care for client before procedure	1.1	Client is identified after checking order for procedure in accordance with organization's requirements
		1.2	The procedure is explained in terms that client can understand and according to the organization communication procedures
		1.3	Questions and concerns from clients are answered clearly and accurately or referred to appropriate persons
		1.4	Vital signs are taken according to industry standards
		1.5	Client is given emotional support in accordance with organizational procedures
		1.6	Protective clothing is provided for client as necessary and in accordance with health and safety requirements
		1.7	Client is accompanied safely to setting / area for procedure if required in accordance with organizational procedures
		1.8	Positioning of patient for medical procedures is done to ensure comfort and safety of patient
		1.9	Checks are made to ensure required consent was secured in accordance with organizational procedures
		1.10	Pre-treatment of client is done such as fasting or consumption of fluids or enema in accordance with the requirements of the medical procedures
2	Prepare equipment and supplies	2.1	Assistance is provided for the collection of equipment and supplies in accordance with the requirements of the health team

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		2.2	Protective clothing is collected for care provider and/or members of health team according to health and safety requirements
		2.3	Specimen container(s) are labelled in accordance with organizational requirements
		2.4	Assistance is given in setting up area or tray/trolley in accordance with supervision's instructions
3	Care for client during procedure	3.1	Infection control and other safety measures are carried out according to health and safety requirements
		3.2	Privacy of client is maintained throughout procedure in accordance with organization's policies
		3.3	Support offered to client is sensitive to needs and concerns during procedure
		3.4	Client is positioned to ensure safety
		3.5	Provide assistance with procedure to medical team as necessary and accordance with medical supervision
		3.6	Client is given appropriate help to be comfortable as possible
		3.7	Client is observed for level of tolerance during procedure and vital signs checked as required in accordance with medical supervision
		3.8	Factors which may cause undue stress or distress to the client are identified and minimized according to organization's requirements
		3.9	Client is assisted with protective clothing in accordance with health and safety requirements
		3.10	Client's dignity is maintained at all times according to organization's requirements
4	Care for client after procedure	4.1	Client is transported safely back to bed or facility as necessary according to organization's procedures
		4.2	General condition of client is closely monitored including vital signs if necessary
		4.3	Comfort needs of the client are met in accordance with patient care requirements
5	Perform post-procedure activities	5.1	Documentation of procedure is done and significant information reported to organization's approved personnel

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5.2 Equipment is appropriately cleaned, sterilized and stored in accordance with manufacturer's instructions

5.3 Treatment area is left clean and free of unpleasant odour in accordance with organization' s cleaning procedures

RANGE STATEMENT

Persons include:
- adult
- children and infants
- pregnant women
- disabled
- aged person
- mentally and physically challenged

Procedure includes:
- elective
- urgent
- emergency

Personal protective equipment include:
- gloves
- protective clothing
- face mask
- caps

Care settings include:
- hospice
- hospital
- long-term facilities
- home
- doctors offices
- other care facilities

Safety precautions issues include:
- equipment
- positioning of client
- supplies
- hand washing
- transporting
- doctor's order for procedure
- identification of client
- bed location

Medical procedures include:
- minor surgeries
- diagnostic tests

Examples of medical procedures include:
- body scans
- blood glucose testing
- specimen collection
- barium meals and enemas
- bone marrow aspiration
- bronchoscope
- lumbar puncture
- urethral catheterization

Caregiver's preparation include:
- universal precaution
- assemble needed items for administration
- appropriate preparation of care recipient
- inventory check for appropriate equipment and supplies

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UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. what is the importance of close observation of patients/clients
2. what is the importance of reporting concerns without delay
3. what information should be recorded in relation to patient monitoring
4. what are appropriate equipment/supplies used for various procedures and various examinations
5. what specific preparation is required for different procedures
6. what are the infection control techniques
7. what protective clothing is relevant to different procedures
8. what are the policies, procedures and protocol of the industry
9. how to support patients
10. how to prepare a requisition form
11. how to explain the procedure and clarify clinical instructions where appropriate
12. how to check for written consent
13. how to assist in obtaining specimens
14. how to assist with required preparations
15. how to monitor effects of procedures on client
16. how to instruct patients regarding specific information e.g., NPO, No Smoking
17. how to assist physician during procedures
18. how to check vital signs before/during/after procedure as necessary

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- use the facility and procedures manual
- apply universal precautions
- assist with preparation of client
- apply basic information about different procedures
- perform all tasks according to established procedures
- report problems according to established procedures

(2) Method of Assessment

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

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(3) Context of Assessment

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

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CSAHCA0112A Provide Support to Persons with Disabilities

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

Competency Field: Allied Health – Health Care Assistance

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

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RANGE STATEMENTS

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

The following variables may be present for this particular unit:

Individual differences may be:

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

Support will be in the context of services offered including*:*

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

Assistance may include:

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

EVIDENCE GUIDE

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

(1) Critical Aspects and Evidence

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

(2) Pre-requisite Relationship of Units

- Nil

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(3) Underpinning Knowledge and Skills

Knowledge
Knowledge of:

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

Skill
The ability to apply:

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

(4) Resource Implications

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

(5) Method of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(6) Context of Assessment

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

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CRITICAL EMPLOYABILITY SKILLS

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

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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

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

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HS00122: Support a Workplace Learning Environment

Unit Descriptor: This unit deals with the skills and knowledge required to play a prominent role in encouraging and supporting the development of learning in the work environment.

ELEMENTS CANDIDATES MUST BE ABLE TO:		PERFORMANCE CRITERIA	
1	Create learning opportunities	1.1	Workplace environments which facilitate learning are developed and supported to meet the organization's requirements
		1.2	Learning plans are developed as an integral part of individual/team performance plans
		1.3	Learning plans reflect the diversity of needs and learning opportunities of individuals
		1.4	Individual/team access to, and participation in, learning opportunities is facilitated in accordance with the organisation's procedures
		1.5	Negotiation with training and development specialists results in the planning and provision of learning which enhances individual, team and organisational performance
2	Facilitate and promote learning	2.1	Workplace activities are used as opportunities for learning and in accordance with the organization's procedures
		2.2	Coaching and mentoring contributes effectively to development of workplace knowledge, skills and attitudes
		2.3	The benefits of learning are shared with others in the team/organisation to promote learning
		2.4	Workplace achievement is recognised using recognition, feedback and rewards in accordance with the organization's performance appraisal system
3	Monitor and improve learning effectiveness	3.1	Performance of individuals/teams is monitored to determine the type and extent of additional work-based support

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3.2 Feedback from individuals/teams is used to identify and introduce improvements in future learning arrangements

3.3 Adjustments negotiated with training and development specialists result in improvements to the efficiency and effectiveness of learning

3.4 Records and reports of competency are documented and maintained within the organisation's systems and procedures

RANGE STATEMENT

Legislation, codes and national standards include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Safety and Health and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Training and development specialists include:

- internal
- external

Workplace activities to facilitate learning include:

- mentoring
- action learning
- coaching
- shadowing
- exchange/rotation
- discussion
- tutorials
- presentations
- lectures
- projects

OSH considerations include:

- implement and monitor organization's procedures for providing OSH training
- learning plans to include OSH
- training records to include OSH

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UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. what are the relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
2. what are the principles and techniques associated with adult learning; establishing a learning environment; work based learning; structuring learning
3. how to access and use workplace information
4. how to identify learning needs
5. how to develop learning plans
6. how to select and use work activities to create learning opportunities
7. how to establish a workplace which is conducive to learning
8. how to negotiate learning arrangements with training and development specialists
9. how to encourage colleagues to share their knowledge and skills
10. how to use coaching and mentoring to support learning
11. how to evaluate the effectiveness of learning
12. how to gain the trust and confidence of colleagues
13. how to deal with people openly and fairly
14. how to use consultation skills effectively
15. how to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- facilitate the development of a learning environment
- identify workplace activities which facilitate learning
- negotiate learning arrangements with training and development specialists
- provide coaching and mentoring support
- perform all tasks according to established procedures
- report problems according to established procedures

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(2) Method of Assessment

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

(3) Context of Assessment

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

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HS00123: Support Continuous Improvement Systems and Processes

Unit Descriptor:

This unit deals with the skills, knowledge and attitude required to support the organization's continuous improvement systems and processes. Particular emphasis is on actively encouraging the team to participate in the process, on monitoring and reporting on specified outcomes and on supporting opportunities for further improvements

ELEMENTS CANDIDATES MUST BE ABLE TO:		PERFORMANCE CRITERIA	
1	Contribute to continuous improvement systems and processes	1.1	Team members are actively encouraged and supported to participate in decision making processes and to assume responsibility and exercise initiative.
		1.2	The organisation's continuous improvement processes are communicated to individuals and teams in accordance with the organisation's procedures
		1.3	Effective mentoring and coaching ensures that individuals/teams are able to support the organisation's continuous improvement processes
2	Monitor and report on specified outcomes	2.1	The organisation's systems and technology are used to monitor team progress and to identify ways in which planning and operations could be improved
		2.2	Customer service is improved through continuous improvement techniques and processes
3	Support opportunities for further improvement	3.1	Agreed recommendations for improvements in achieving the business plan are communicated to team in accordance with organization's procedures
		3.2	Work performance is documented and used to identify opportunities for further improvement
		3.3	Records, reports and recommendations for improvement are maintained within the organisation's systems and processes

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RANGE STATEMENT

Legislation, codes and national standards include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Safety and Health and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Communication include:

- verbal, written or electronic communications
- on-the-job mentoring and coaching

Systems include:

- organization policies and procedures
- web based communication devices
- attendance at forums, meetings
- newsletters and reports

Mentoring and coaching include:

- teaching another member of the team, usually focusing on a specific work task or skill
- providing feedback, support and encouragement on a range of matters
- providing assistance with problem solving

Technology include:

- computerized systems and software such as databases, project management and word processing

Continuous improvement processes include:

- policies and procedures which allow an organization to systematically review and improve the quality of its products, services and procedures
- cyclical audits and reviews of workplace, team and individual performance
- seeking and considering feedback from a range of stakeholders
- modifications and improvements to systems, processes, services and products
- evaluations and monitoring of effectiveness

OSH considerations include:

- provision of information about OSH legislative requirements and guidelines, and the organization's OSH policies, procedures and programs
- participation in the regular update of OSH systems and procedures
- implementation of the continuous improvement processes of the OSH management system
- changes to work practices, procedures and the working environment which impact on OSH organization's responsibilities to customers and suppliers

Customer service include:

- internal or external, to existing or new clients
- identifying needs and priorities in delivering a service to customers
- understanding of different levels of customer satisfaction

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- telecommunications devices
- any other technology used to carry out work roles and responsibilities

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. what are the relevant legislation from government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
2. what are the general understanding of the principles and techniques of continuous improvement systems and processes; benchmarking; best practice; the benefits of continuous improvement; the quality approaches which the organization may implement
3. what are the methods that can be used in continuous improvement
4. what are the barriers to continuous improvement
5. what are the organization's recording, reporting and recommendation processes to facilitate continuous improvement
6. how to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
7. how to use functional literacy skills to access and use workplace information
8. how to use research, analysis, interpretation and reporting skills
9. how to use monitoring and evaluation skills
10. how to use communication skills to gain the commitment of individuals and teams to continuous improvement; deal with people openly and fairly; use consultation skills effectively
11. what are the skills to consolidate opportunities for improvement
12. what are the coaching and mentoring skills to provide support to colleagues

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- monitor and report on specified outcomes, processes and procedures to improve performance
- support others to implement the continuous improvement system/processes
- identify and support opportunities for further improvement
- perform all tasks according to established procedures
- report problems according to established procedures

(2) Method of Assessment

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(3) Context of Assessment

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

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HS00124: Maintain Workplace Safety

Unit Descriptor: This unit deals with the skills and knowledge required to implement and monitor the organization's Occupational Safety and Health policies, procedures and programmes to meet statutory requirements.

ELEMENTS CANDIDATES MUST BE ABLE TO:		PERFORMANCE CRITERIA	
1	Incorporate Occupational Safety and Health policy and procedures	1.1	Demonstrate basic requirements of Occupational Safety and Health legislation in the area of responsibility in accordance with the health and safety needs of a small work team
		1.2	Information on the organisation's Occupational Safety and Health policies, procedures and programs is provided in a readily accessible manner and explained to the work group
		1.3	Information about identifying hazards and the outcomes of risk assessment and control is provided and explained to the work group in accordance with organisational procedures
2	Support participative arrangements for the management of Occupational Safety and Health	2.1	Organisational consultative procedures are implemented and monitored to facilitate participation of work group in management of work area hazards.
		2.2	Issues raised through consultation are promptly dealt with in accordance with organisational procedures for issue resolution
		2.3	Encouragement and assistance is given to team members to contribute to the management of Occupational Safety and Health at the workplace
		2.4	Feedback from individuals and teams is used to identify and implement improvements in the management of Occupational Safety and Health
3	Support the organisation's procedures for providing Occupational Safety and Health	3.1	Advice is provided on Occupational Safety and Health training needs of individuals and workgroup in accordance with the organization's procedures

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	training	3.2	Advice is provided on strategies and opportunities for development of workgroup's competencies in relation to Occupational Safety and Health
		3.3	Coaching and mentoring assistance is provided to team members to support the effective development of individual and group competencies in Occupational Safety and Health
4	Participate in identifying hazards and assessing and controlling risks for the work area	4.1	Advise is provided on hazards in the work are in accordance with organisation's Occupational Safety and Health policies and procedures
		4.2	Support is provided in implementing procedures to control risks using the hierarchy of controls and in accordance with organisational procedures
		4.3	Inadequacies in existing risk control measures are identified and reported in accordance with the hierarchy of controls
		4.4	Occupational Safety and Health records of incidents in the work area are accurately completed and maintained in accordance with Occupational Safety and Health legal requirements

RANGE STATEMENT

Legislation, codes and national standards include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Safety and Health and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Occupational Safety and Health legislation include:

- common law duties to meet the general duty of care requirements
- requirements for the maintenance and confidentiality of records of occupational injury and disease
- provision of information, induction and training
- regulations and approved codes of practice relating to hazards present in work area
- health and safety representatives and health and safety committees

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- prompt resolution of health and safety issues

Organizational Occupational Safety and Health policies and procedures include:

- procedures for hazard identification
- procedures for risk assessment, selection and implementation of risk control measures
- incident (accident) investigation
- OSH audits and safety inspections
- consultative arrangements for employees in work area
- hazard reporting procedures
- safe operating procedures/instructions
- use & care of personal protective equipment
- emergency & evacuation procedures
- purchasing policy & procedures
- plant & equipment maintenance & use
- hazardous substances use and storage
- dangerous goods transport & storage
- OSH arrangements for on-site contractors, visitors and members of public
- first aid provision/medical practitioner contact & attention
- site access

Coaching and mentoring assistance include:

- explaining/clarifying
- respecting the contribution of all participants and giving credit for achievements
- presenting and promoting a safe workplace
- problem solving
- providing encouragement
- providing feedback to another team member

Mentoring and coaching include:

- teaching another member of the team, usually focusing on a specific work task or skill
- providing feedback, support and encouragement
- on a range of matters
- providing assistance with problem solving

Identification of hazards and assessment of risk include:

- workplace inspections in area of responsibility
- consulting work team members
- housekeeping
- checking equipment before and during work
- review of records, e.g. injury, hazardous substances including labels and Materials Safety Data Sheet register, dangerous goods storage list, training, plan and equipment maintenance, etc.

Training needs relating to Occupational Safety and Health include:

- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- personal study

Hazards and associated risks to which the work team may be exposed in the work area include:

- blocked exits
- slippery and uneven floors
- untidy and or noisy work areas
- lack of adequate storage
- reliance on low order control measure (e.g. PPE) to reduce worker risk exposure instead of controlling the hazard itself
- unguarded /poorly maintained machinery and equipment
- unlabelled chemicals and substances
- ergonomically unsuitable work stations and task design, e.g. repetitive work, poor lighting/ glary
- surfaces, non-adjustable work surfaces & seating
- internal/external threat of occupational violence

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Controlling risks in the work area include:

- application of the hierarch of control, namely: eliminate the risk, reduce/minimize the risk through engineering controls, administrative controls, personal protective equipment
- regular consultation with workers
- and bullying

Organizational procedures for consultation and issue resolution include:

- formal and informal meetings
- health and safety committees
- attendance of health and safety representatives at management meetings other committees, for example, planning and purchasing
- early response to employee suggestions, requests, reports and concerns put forward to management
- counselling/disciplinary processes

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. what are the relevant legislation that affects business operation, especially in regard to occupational safety and health and environmental issues, equal opportunity, industrial relations and anti-discrimination
2. what are the hazards and associated risks which exist in the workplace
3. what are the organization's policies and procedures relating to hazard management, fire, emergency, evacuation, incident (accident) investigating and reporting
4. what is the relevance of occupational health and safety management to other organizational systems and procedures of characteristics and composition of the workgroup
5. what are the workplace procedures and work instructions for identifying and reporting hazards and interpreting occupational safety and health signs and symbols
6. how to identify hazards and assess risks in the work area, analyze data including incident (accident) monitoring, environmental monitoring
7. how to evaluate the effectiveness of risk control measures
8. how to assess resources required to apply risk control measures
9. how to use coaching and mentoring skills to provide support to colleagues
10. how to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

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EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- identify and comply with occupational safety and health legal and organizational requirements
- apply procedures for identifying hazards in the work area
- apply procedures for assessing and controlling risks to health & safety associated with those hazards, in accordance with the hierarchy of control
- provide specific, clear and accurate information and advice on workplace hazards to work group
- provide appropriate supervision of work group
- perform all tasks according to established procedures
- report problems according to established procedures

(2) Method of Assessment

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

(3) Context of Assessment

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

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