# RPL Assessor Kit

# HLT32812

# Certificate III in Health Support Services

| HOW TO USE THIS RPL ASSESSOR KIT |
|---|

This RPL Assessor Kit is divided into sections to allow you to easily access only those sections you require at any given time. These sections are:

# SECTION A – Assessor Information

You need to read this information before conducting an assessment. It outlines the intent and processes surrounding this RPL assessment and how it differs from assessment undertaken following formal training.

# SECTION B – Candidate Information and Application Forms

You give this information to the candidate. It tells them about the assessment process as well as containing simple forms for the applicant to fill out. From the information provided by the candidate on these forms, you will be able to gain a general understanding of the skills and experience the candidate may have, as well as potential referee contacts.

# SECTION C – Competency Conversation

You use this section to determine and record candidate competence via a competency conversation. In other words, these questions guide your conversation with the applicant and assist in your assessment of their competence. The notes you take about this conversation are important evidence for assessment.

# SECTION D – Practical Tasks and Observation Recording Sheets

You use this section to assess competencies through a practical demonstration of the candidate's skills. It contains practical tasks/scenarios on the outcomes required to determine competency and a place to record your observation. The notes you take are important evidence for assessment.

# SECTION E – Resources for Practical Tasks

You use this section to access required resources for performing practical tasks and scenarios.

# SECTION F – Third Party Verification

You give this section to the referees to confirm the candidate's skills and experience in this qualification/occupation. The referees may fill out the appropriate form and return to you to confirm your judgement. You may be able to complete this part of evidence gathering in person while at the workplace.

# SECTION G – Assessment Tables

You use this table as a reference tool to see at a glance how units/elements of competency are assessed within the tool. All the elements and performance criteria within the competency units are cross-matched in this table with a corresponding assessment question/task/scenario. This allows you to validate the assessment process against the qualification.

# SECTION A

## Assessor Information

It is VITAL you read this information prior to commencing your RPL assessment. It provides generic information on assessment, as well as an overview of this streamlined RPL assessment process.

## ADVICE FOR ASSESSORS

This RPL Assessor Kit streamlines the RPL assessment process for HLT32812 Certificate III in Health Support Services by taking a practical approach to RPL and increasing the use of on-site questioning and observation. This will assist in developing a "picture of the candidate's skills and knowledge". This picture can then be compared with industry standards enabling a determination of whether the candidate has achieved the required outcomes.

**IMPORTANT ASPECTS TO REMEMBER:**

**A sound knowledge of assessment and the qualification is essential**

It is important to have a good understanding of the competencies and qualification/s appropriate to the candidate's goals.

Assessing a single unit of competency is rarely cost or time effective. Where possible, effort should be made to assess several units at the same time taking advantage of any commonality in content. This means looking at the whole picture of a particular job role as it happens in industry and assessing holistically. This saves valuable time in the assessment process.

**Assessment involves judgement**

This tool encourages the use of a "*competency conversation*" to maximise the candidate's opportunities to demonstrate competence. This is NOT an oral exam. It is about using the two or three holistic questions provided to start a conversation with the candidate which draws out their actual individual experiences and relevant skills. In other words, it is about the assessor probing the candidate through a conversation to draw out further information on the candidate's experience which may not be forthcoming due to nerves or confusion over technical terminology.

The tool also provides observable tasks to allow candidates to demonstrate skills.

**Authentication/verification is integral to RPL assessment**

It is critical information gleaned from the interview and observation be confirmed with those who can vouch for the candidate's skill over time. Supervisors would generally perform this role. Authentication may also be done through conversation but it cannot be stressed enough that it is essential assessors **take careful notes** to back up and record their judgement.

**Recording assessment is critical**

Keep careful records of all aspects of conversations, skills demonstration or documentation viewed that support the claim of prior learning. Remember – the record is the document that makes sense of the assessment and why a particular judgment was made. Keeping **detailed notes** about the candidate's response is vital, as is the **rationale** for judgement.

The assessment record is a **legal document** and must be signed, dated and stored according to requirements of the State Training Authority, the Australian Qualifications Framework*,* and *the* Standards for NVR Registered Training Organisations 2012

To access further information on the Australian Qualifications Framework, you can visit:
http://www.aqf.edu.au/

# COMPETENCIES IN THIS RPL ASSESSMENT TOOL

## HLT32812 CERTIFICATE III IN HEALTH SUPPORT SERVICES

### CORE UNITS

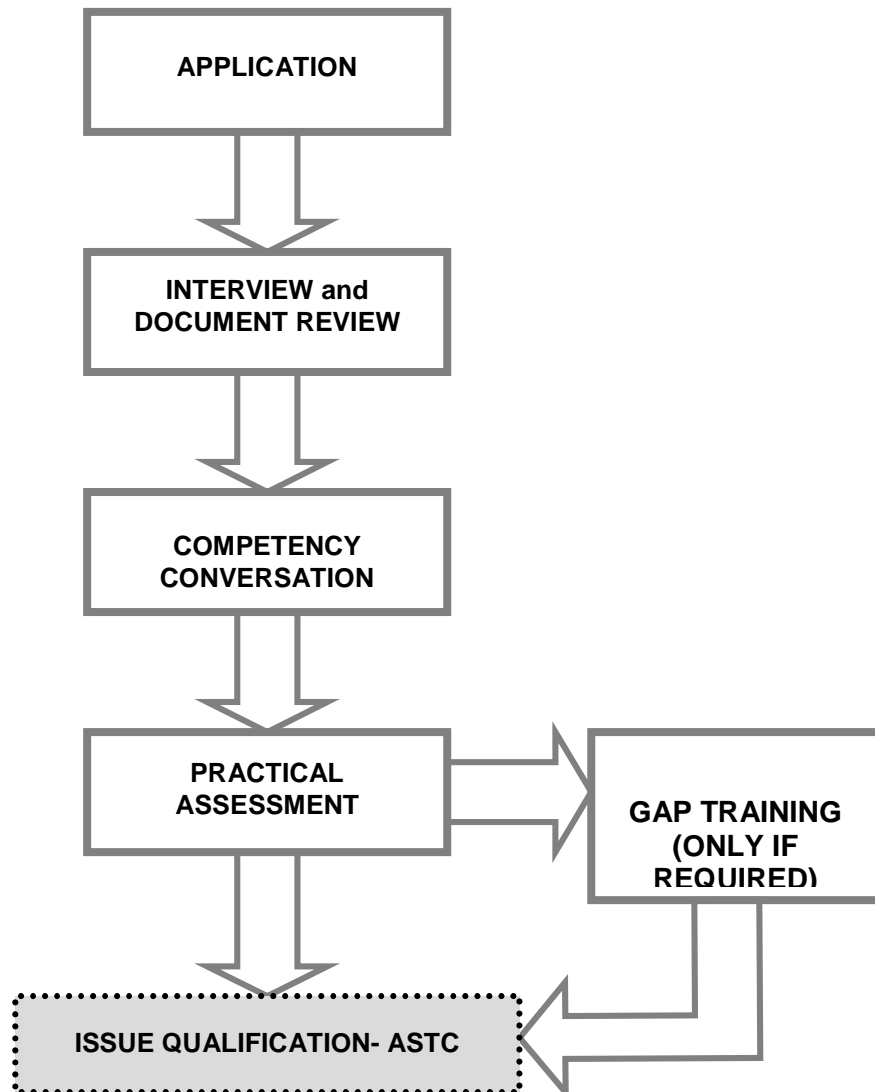| Unit Code | Unit Title | Questions | Practical |
|---|---|---|---|
| BSBFLM303C | Contribute to effective workplace relationships | ✓ | ✓ |
| HLTHIR301C | Communicate and work effectively in health | ✓ | |
| HLTIN301C | Comply with infection control policies and procedures | ✓ | ✓ |
| HLTWHS200A | Participate in WHS processes | ✓ | ✓ |

### ELECTIVE UNITS

| Unit Code | Unit Title | | |
|---|---|---|---|
| **Group A electives** | | | |
| CPPCLO4022A | Organise and monitor cleaning operations | ✓ | ✓ |
| **Group B electives** | | ✓ | |
| LMTGN3005B | Plan tasks to assist production operations | ✓ | ✓ |
| **Group C electives** | | ✓ | ✓ |
| HLTFS207C | Follow basic food safety practices | ✓ | ✓ |
| **Group D electives** | | | |
| HLTHIR403C | Work effectively with culturally diverse clients and co-workers | ✓ | |
| **Other relevant electives** | | | |
| BSBFLM312C | Contribute to team effectiveness | ✓ | |
| CHCORG303C | Participate effectively in the work environment | ✓ | ✓ |
| BSBINN301A | Promote innovation in a team environment | ✓ | ✓ |
| HLTCSD306D | Respond effectively to behaviours of concern | ✓ | ✓ |
| CPPCMN3001B | Participate in environmentally sustainable work practices | ✓ | ✓ |
| **HLT40412 Certificate IV in Health Supervision** | | | |
| BSBWOR404B | Develop work priorities | ✓ | ✓ |
| HLTAMBPD401C | Manage personal stressors in the work environment | ✓ | |

**PLEASE NOTE – THIS RPL ASSESSOR KIT DOES NOT CONTAIN THE PRE-REQUISITES FOR THESE UNITS.**
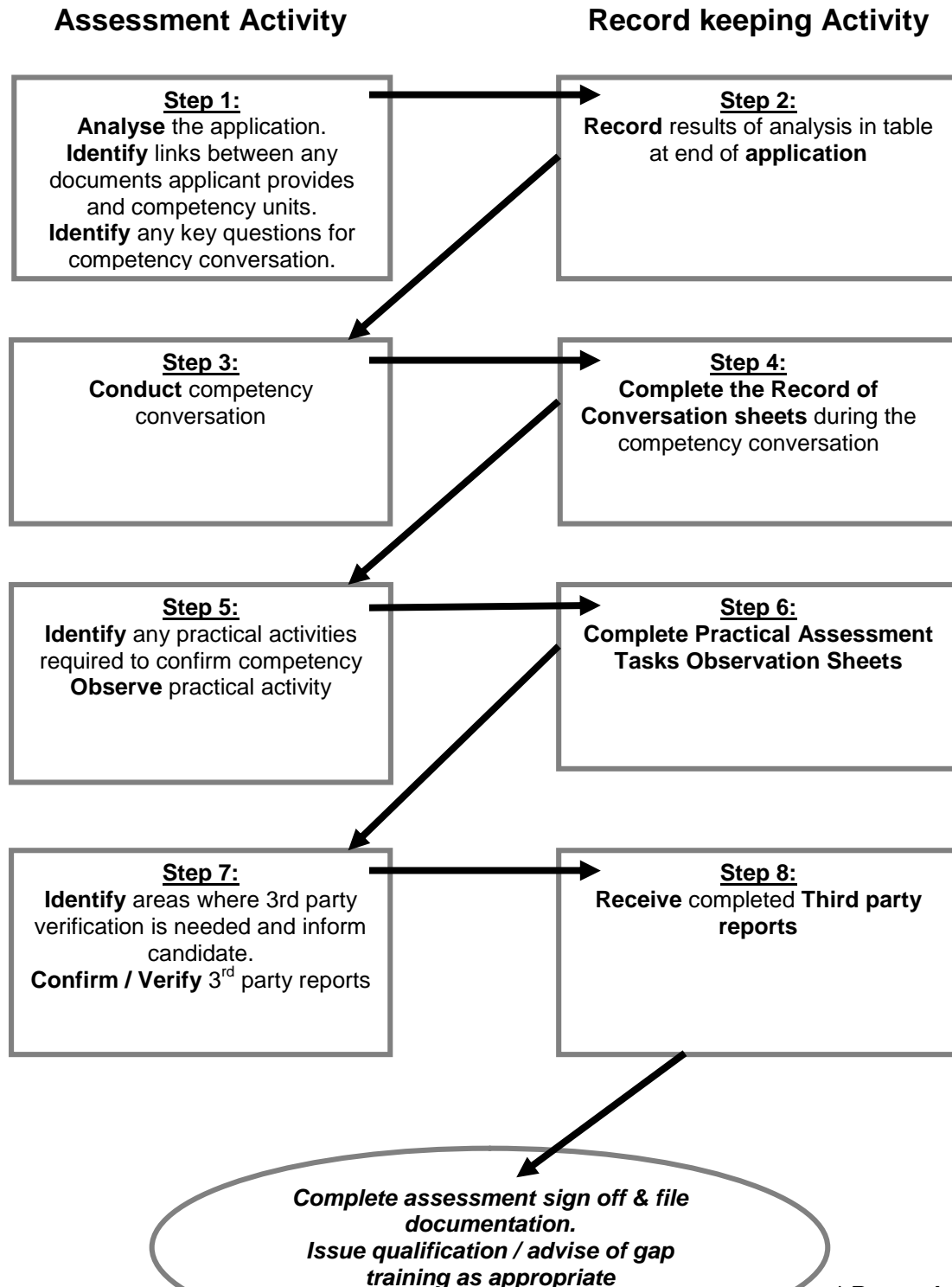
**PLEASE REFER TO YOUR TRAINING PACKAGE QUALIFICATION GUIDELINES (TRAINING.GOV.AU).**

## OVERVIEW OF RECOGNITION PROCESS

This kit has been developed to streamline the application for recognition of prior learning.

```
                    ┌─────────────────────┐
                    │     APPLICATION     │
                    └─────────────────────┘
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                    │  DOCUMENT REVIEW    │
                    └─────────────────────┘
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                              ▼
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                    └─────────────────────┘         │     REQUIRED)       │
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## RPL ASSESSMENT PROCESS FLOWCHART FOR ASSESSORS

### Assessment Activity

### Record keeping Activity

**Step 1:**
**Analyse** the application.
**Identify** links between any documents applicant provides and competency units.
**Identify** any key questions for competency conversation.

**Step 2:**
**Record** results of analysis in table at end of **application**

**Step 3:**
**Conduct** competency conversation

**Step 4:**
**Complete the Record of Conversation sheets** during the competency conversation

**Step 5:**
**Identify** any practical activities required to confirm competency
**Observe** practical activity

**Step 6:**
**Complete Practical Assessment Tasks Observation Sheets**

**Step 7:**
**Identify** areas where 3rd party verification is needed and inform candidate.
**Confirm / Verify** 3<sup>rd</sup> party reports

**Step 8:**
**Receive** completed **Third party reports**

*Complete assessment sign off & file documentation.*
*Issue qualification / advise of gap training as appropriate*

*\* Remember RPL assessment is an accumulative process of collecting evidence.*

## STEPS IN THE RPL PROCESS

# 1. Complete application

The candidate completes the application forms in **SECTION B**. It is important candidates provide as much information of their previous experience in the health support services industry as is available.

Documents that may be available include but are not limited to:

- brief CV or work history
- certificates/results of assessment – interstate/overseas
- results/statement of attendance/ certificates – in house courses, workshops, seminars, symposiums
- results/statements of attendance/ certificates –  e.g. first aid, officials, surf life saving
- diaries/task sheets/job sheets/log books
- references/letters from previous employers/supervisors
- industry awards
- any other documentation that may demonstrate industry experience

Candidates also need to provide contact details for one or two referees who can confirm their industry skills in context and over time.

To have skills formally recognised under the Australian Qualifications Framework, you must ensure the candidate's skills meet industry standards.

# 2. Interview about candidate's documentary information

Review the information provided by the candidate and arrange a time for both you and the candidate to discuss. Begin alignment of documentation and skills to the following qualification:

**HLT32812 Certificate III in Health Support Services**

The candidate will have the opportunity to discuss and identify previous experience with you. The available documents are step one in collecting information and you will need to determine which units of competency, if any, are fully covered at this stage. You use your own or ASTC's assessment recording forms to record this stage of the assessment.

There may be instances where the candidate has little, or no, documentary information of industry experience. This is **not** a barrier to gaining recognition. This will just require you to rely on the questioning, practical assessment and referee validation phases of the RPL process.

# 3. Questions for the Competency Conversation

The bank of questions in **SECTION C** is the next phase in collecting evidence for the RPL process. The questions are designed to enable you to have a "competency conversation" with the candidate to further gain evidence of their past experience. **REMEMBER**, the primary focus is on the candidate's experience.

Each question has "key points" to look for in responses. You may use the list of key points to formulate questions of your own if you wish, or contextualise the question to the candidate's particular work situation. The Record of Conversation sheets indicate relevant content that should be sought. Place a tick next to each key point as you hear this topic being discussed during the

conversation. You should read the "industry requirements" of each competency before the candidate answers the questions posed. You may also target the assessment to those aspects that present the *greatest risk* in the industry. Questions are aligned with the relevant unit/s of competency in **SECTION G**.

It is not intended every question for all competencies is asked, only those competencies the initial interview about the candidate's documentary evidence has failed to **fully** address. The question bank covers most but not all units in the kit. Units without questions are covered in the practical assessment/scenario section.

# 4. Practical assessment tasks

It is important that you use both Steps 3 (Questioning) and 4 (Practical Assessment) in doing this assessment. The RPL process is a streamlined RPL process which **does not** rely solely on practical assessment but uses a combination of questioning and practical to provide evidence of candidate competence.

This is the third phase in collecting evidence. A practical skills test is then conducted by you at the candidate's workplace or another suitable venue. Appropriate permission must be sought before entering workplaces.

This is a further opportunity for candidate to demonstrate competence. It is expected the practical assessment will comprise **only those competencies** the candidate is still unable to demonstrate knowledge/experience in after documentary review and questioning have been applied. These assessments contain the practical skills and application of knowledge for the qualification. A number of holistic practical assessments are included in this kit (**SECTION D**) to assist you with tasks suitable for observation on the job.

*You decide* if the response to questions and practical assessment tasks fulfils the requirements of the standard and may choose to pursue the issue further for a determination to be made. The assessment is a conversation/observation, not an exam, and you are encouraged to assist candidates to focus responses toward relevant issues.

Assessing through observation and questioning, particularly on the job, will speed up and streamline the RPL assessment process.

**NOTE:** Where candidate's documentation and questions meet the assessment requirement, it is still strongly recommended the candidate undertake one practical assessment so you are confident in making a judgement of "competent". The practical assessment selection should be negotiated between you and the candidate.

Recording sheets for candidate information, questioning and the practical assessments have been included in **SECTION D**. You may use other recording mechanisms provided these also keep a complete record of assessment *and justification of judgement*. Candidate responses, observations of skills demonstrated and documents presented as evidence must be noted in enough detail so anyone external to the process (e.g. a fellow assessor, auditor, lawyer, etc) can read the record and retrace your judgement.

# 5. Gap training

RPL is an assessment process designed to show areas of competence and to identify IF a candidate has gaps in skills and knowledge against a whole qualification.

Not all candidates will have skill/knowledge gaps.

If a candidate has skills gaps, a pathway to complete training in the outstanding units can be negotiated to assist the client to gain the full qualification.

# EVIDENCE REVIEW

Recognition of prior learning outcomes (both Granted and Not Granted) are now funded nationally and as such will be included in National AVETMISS audits. NCVER have stipulated evidence recording requirements for RPL assessments as a minimum requirement for passing an AVETMISS audit. The following "Evidence Review" proforma has been approved by NCVER as covering AVETMISS audit requirements for RPL recorded outcomes. It also gives you an opportunity to track a student's assessment progress at a glance.

It is expected that this "Evidence Review" summary sheet (or similar) would be attached to each participant's evidence compiled during the RPL assessment process.

*(Place a tick in the appropriate evidence collection method column for each unit of competency. Place a line through those units not examined as part of this RPL assessment.)*

| Unit Code | Unit Title | Questions | Practical | Documents | 3rd Party Report | Other evidence |
|---|---|---|---|---|---|---|
| **CORE UNITS (4)** | | | | | | |
| BSBFLM303C | Contribute to effective workplace relationships | | | | | |
| HLTHIR301C | Communicate and work effectively in health | | | | | |
| HLTIN301C | Comply with infection control policies and procedures | | | | | |
| HLTWHS200A | Participate in WHS processes | | | | | |
| **Group A (1)** | | | | | | |
| CPPCLO4022A | Organise and monitor cleaning operations | | | | | |
| **Group B electives (1)** | | | | | | |
| LMTGN3005B | Plan tasks to assist production operations | | | | | |
| **Group C electives (1)** | | | | | | |
| HLTFS207C | Follow basic food safety practices | | | | | |
| **Group D electives (1)** | | | | | | |
| HLTHIR403C | Work effectively with culturally diverse clients and co-workers | | | | | |
| **Other relevant electives** | | | | | | |
| BSBFLM312C | Contribute to team effectiveness | | | | | |
| CHCORG303C | Participate effectively in the work environment | | | | | |
| BSBINN301A | Promote innovation in a team environment | | | | | |
| HLTCSD306D | Respond effectively to behaviours of concern | | | | | |
| BSBSUS301A | Implement and Monitor Environmentally Sustainable Work Practices | | | | | |
| **HLT40412 Certificate IV in Health Supervision (4)** | | | | | | |
| BSBWOR404B | Develop work priorities | | | | | |
| HLTAMBPD401C | Manage personal stressors in the work environment | | | | | |

**Assessor's Name:** _____    **Assessor's Signature:** _____

**Date:** _____

# SECTION B

## Candidate Information and Application Forms

You give this information to the candidate for them to read about the RPL process and to complete the appropriate forms.

## WHAT DOES IT MEAN TO BE RECOGNISED IN HEALTH SUPPORT SERVICES

**An Overview of the HLT32812 Certificate III in Health Support Services**

The Certificate III in Health Support Services supports students and businesses in career planning and development by offering employees the opportunity to develop their health care support skills on the job without having to do extensive external studies.

This qualification covers workers who provide support for the effective functioning of health services, requiring discretion and judgement. These functions are carried out under supervision.

These workers may also provide a team leadership, workplace training or leading hand function. Health Support Services do not involve direct care assistance tasks such as assisting other staff with care of clients.

Examples of indicative job roles for candidates include:

- Laundry leading hand
- Senior kitchen hand
- Food safety supervisor
- Maintenance supervisor
- Senior cleaner

## TIPS AND HINTS TO HELP YOU PREPARE FOR RECOGNITION

To have skills formally recognised in the national system, assessors must make sure you have the skills and knowledge to meet the industry standard. This means you must be involved in a careful and comprehensive process that covers the content of all unit/s or qualification/s you can be recognised for.

Assessment happens in a variety of ways. Being prepared can save you valuable time and hassle and make the recognition process stress-free for you.

Here are some tips and hints for you:

1. Be prepared to talk about your job roles and your work history. Bring a resume or jot down a few points about where you have worked, either paid or unpaid, and what you did there.

2. Bring your position description and any performance appraisals you have from any health support services industry or facilities you have worked in.

3. Consider the possibilities for workplace contact. Are you in a workplace that is supporting your goals to get qualified? Would you feel comfortable to have the assessor contact your workplace or previous workplaces so your skills can be validated?

4. Think about who can confirm your skill level. Think about current or recent supervisors who have seen you work in the past 18 months and will be able to confirm your skills. The assessor will need to contact them. You may also have community contacts or even clients themselves who can vouch for your skills level.

5. Collect any certificates from in-house training or formal training you have done in the past.

6. You can speak with your training organisation about other ways you can show your skills in the health support services industry. These could be letters from employers, records of your professional development sessions, employers or clients in related industries or government agencies, acknowledgements, workplace forms (as long as they don't show client details) or other relevant documents.

## STEPS IN THE RPL PROCESS

# Step 1 – Provide information of your skills and experience

Complete the attached forms and provide as much information of your previous experience in the health support services industry as you can. This is your first opportunity (and not the last) to provide proof of your variety of experience in the industry. Here you can supply examples of your work history which could include:

- brief CV or work history
- certificates/results of assessment
- results/statement of attendance/ certificates – in house courses, workshops, seminars, symposiums
- results/statements of attendance/ certificates –e.g. first aid, officials, surf life saving,
- diaries/task sheets/job sheets/log books
- references/letters from previous employers/supervisors
- industry awards
- any other documentation that may demonstrate industry experience

Depending on the industry you have worked in, you may or may not have documentary evidence available. This should not deter you from seeking RPL as the Assessor will work with you during the RPL process.

You will also need to supply contact details of one or two work referees who can confirm your skills in the industry.

# Step 2 – Conversation with Assessor

An assessor will review the information you have provided (usually with you) and begin to match up your skills to the units/subjects in the qualification. At this point, you will have the opportunity to discuss and identify your previous experience with the assessor who will understand your industry experience and conduct a competency conversation with you. You will be required to answer health support services industry related questions to identify your current skills.

# Step 3 – Practical demonstration of your skills

The assessor will conduct a practical skills test at your workplace (if appropriate) or at another suitable venue. This, again, is an opportunity to demonstrate your level of competence. This assessment will be focussed on skills that are required in the qualification. Your assessor will identify the skills that he/she will want you to demonstrate.

# Further steps

After the assessment, your assessor will give you information about the skills that have been recognised and whether you have gained the full qualification. If you do have skill gaps, these may be addressed through flexible training.

## APPLICATION – Self Assessment Questionnaire
### HLT32812 Certificate III in Health Support Services

**Candidate Name:** _____    **Date Completed:** _____

Please identify your level of experience in each competency.

| Unit Code | Unit Title | I have performed these tasks | | |
|---|---|---|---|---|
| | | Frequently | Sometimes | Never |
| **CORE UNITS** | | | | |
| BSBFLM303C | Contribute to effective workplace relationships | | | |
| HLTHIR301C | Communicate and work effectively in health | | | |
| HLTIN301C | Comply with infection control policies and procedures | | | |
| HLTWHS200A | Participate in WHS processes | | | |
| **ELECTIVE UNITS** | | | | |
| CPPCLO4022A | Organise and monitor cleaning operations | | | |
| LMTGN3005B | Plan tasks to assist production operations | | | |
| HLTFS207C | Follow basic food safety practices | | | |
| HLTHIR403C | Work effectively with culturally diverse clients and co-workers | | | |
| BSBFLM312C | Contribute to team effectiveness | | | |
| CHCORG303C | Participate effectively in the work environment | | | |
| BSBINN301A | Promote innovation in a team environment | | | |
| HLTCSD306D | Respond effectively to behaviours of concern | | | |
| CPPCMN3001B | Participate in environmentally sustainable work practices | | | |
| BSBWOR404B | Develop work priorities | | | |
| HLTAMBPD401C | Manage personal stressors in the work environment | | | |

**Pre-requisites**
Somes units may require prerequisites, your assessor will discuss any necessary prerequisites with you.

**Candidate Signature:** _____    **Date:** _____

## RPL APPLICATION FORM

## Applicant Details:

| 1. **Occupation you are seeking recognition in** | | |
|---|---|---|
| **2 Personal Details** | | |
| Surname | | |
| Preferred Title (Mr, Mrs, Ms, Miss) | | |
| First Name/s | | |
| Any other name used | | |
| Home Address | | |
| Postal address if different from above | | |
| Telephone Numbers | Home: | Work: |
| | Mobile: | Fax: |
| Date of Birth | /    / | |
| Gender | MALE ☐ / FEMALE ☐ | |
| Age | | |
| Are you a permanent Resident of Australia | YES ☐ / NO ☐ | |
| **3 Current Employment** | | |
| Are you currently employed?<br><br>If Yes, in which occupation are you currently employed?<br><br>Who is your current employer? | YES ☐ / NO ☐<br><br>…………………………………………………<br><br>…………………………………………………. | |
| **4. Armed Forces details (If Applicable)** | | |
| Branch of Service | | |
| Trade classification on discharge | | |

| 5. Further Training | |
|---|---|
| Have you undertaken any training courses related to the occupation applied for? | YES ☐ / NO ☐ |
| **If Yes** | |
| What occupation were you trained in? | |
| Training completion Date (month, year) | |
| Country where you trained | |
| Name of course and institution (if applicable) | |
| **6. Is there any further information you wish to give in support of your application** | |

| 7. Professional Referees (relevant to work situation) | |
|---|---|
| Name | …………………………………………………………………… |
| Position | …………………………………………………………………… |
| Organisation | …………………………………………………………………… |
| Phone Number | …………………………………………………………………… |
| Mobile Number | …………………………………………………………………… |
| Email Address | …………………………………………………………………… |
| Name | …………………………………………………………………… |
| Position | …………………………………………………………………… |
| Organisation | …………………………………………………………………… |
| Phone Number | …………………………………………………………………… |
| Mobile Number | …………………………………………………………………… |
| Email Address | …………………………………………………………………… |

# APPLICANT EMPLOYMENT HISTORY FORM

| Name, Address and Phone number of Employers | Period of Employment (DD/MM/YYYY) | | Position Held | Full Time Part-time Casual | Description of Major Duties |
|---|---|---|---|---|---|
| | From | To | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |

**Attach additional sheet if required**

If you are including documents in your application, please provide a brief description below

| Document Description (e.g. resume, photos, awards etc) | Office Use Only – Assessor to use this section to align documents to specific units of competency and identify key questions for competency conversation |
|---|---|
| | |
| | |
| | |
| | |
| | |

# Declaration

I declare that the information contained in this application is true and correct and that all documents are genuine.

**Candidate Signature:** _____  **Date** _____

# SECTION C

# Competency Conversation

**This section assists the assessor in documenting the competency conversation.**

**<u>Do NOT give this section to the candidate</u>.**

Once you have assessed the candidate's documentary information and determined which competencies you still require more information/evidence on, you use the question bank and Record of Conversation sheets in this section to document evidence of past experience. It is not intended that every question for all competencies be discussed during the conversation, only those competencies the initial documentary review has failed to fully address.

Each question has "key points" to look for in responses. You may use the list of key points to formulate questions of your own if you wish, or contextualise or rephrase the suggested question to the candidate's particular work situation. The questions are not intended to be a formal 'script' for the assessor to follow, but to provide guidance in exploring the range of the candidate's skills, knowledge and experience in performing a particular task or function.

The Record of Conversation sheets indicate relevant content that should be sought. Place a tick next to each key point as you hear this topic being discussed during the conversation. In doing so, you are making a statement of fact about what you hear the candidate say during the competency conversation. Use the Comments section to provide further detail about the context of the discussion or briefly outline any examples discussed by the candidate. You may also use the Comments section to make a brief analysis of the responses or summary judgements about the quality of the candidate's responses in relation to the requirements of the competency standard.

Remember, the notes you take about this conversation are important <u>evidence</u> and should be retained in the candidate's assessment record.

## QUESTION BANK

*Note to Assessors:* Refer to "Record of Conversation" sheets

| Unit of Competency | Question |
|---|---|
| BSBFLM303C Contribute to effective workplace relationships | 1. How do you develop trust and confidence in your working relationships with colleagues, customers and suppliers and other business contacts?<br><br>2. How do you contribute to the overall sense of 'team' within your organisation**?** |
| HLTHIR301C Communicate and work effectively in health | 3. How do you ensure you are communicating in a manner that is appropriate to your workgroup?  What do you need to take into consideration?<br><br>4. What processes have you implemented to ensure that you work ethically?<br><br>5. Discuss the methods of communication that you have used at work.  Describe situations where you have changed your communication style to meet the needs of customers and/or colleagues.<br><br>6. What are the appropriate personal hygiene standards for your sector of the industry and why have you found them to be required/important?<br><br>7. What are the key elements of a positive approach to health that you have routinely applied in your workplace? How have you maintained professional work standards?<br><br>8. Identify how you work effectively and take responsibility for personal skill development within the health care system? |
| HLTIN301C Comply with infection control policies and procedures | 9. What are some of the infection risks you may encounter when working in a health care site? How do you manage these risks?<br><br>10. Outline your responsibilities in relation to organisational policies and procedures, and legislative standards regarding infection control. |
| HLTWHS200A Participate in WHS processes | 11. What are some of the WHS hazards you encounter at your place of work? Outline your responsibilities in relation to workplace health and safety.<br><br>12. How do you contribute to the development and maintenance of a healthy and safe workplace. |
| CPPCLO4022A Organise and monitor cleaning operations | 13. How do you identify requirements of a work order?  Outline how do you organise the resources needed for the cleaning operation<br><br>14. Outline how you have advised work team members of work schedules and confirmed their understanding of their tasks and responsibilities |
| LMTGN3005B Plan tasks to assist production operations | 15. Describe how you facilitate work in your team. |
| HLTFS207C Follow basic food safety practices | 16. Outline your responsibilities in relation to organisational policies and procedures, and legislative standards regarding food safety practices<br><br>17. How do you comply with personal hygiene standards?. |

| Unit of Competency | Question |
|---|---|
| HLTHIR403C Work effectively with culturally diverse clients and co-workers | 18. Discuss your experiences in working with customers/colleagues from diverse backgrounds. How did you deal with language/communication barriers?<br><br>19. How have you minimised issues and difficulties that may have occurred because of workplace misunderstandings due to cultural differences?<br><br>20. In your experience what are some strategies and workplace practices you have developed and managed to eliminate bias and discrimination in the workplace?<br><br>21. What strategies have you developed and managed to resolve cross-cultural misunderstandings? |
| BSBFLM312C Contribute to team effectiveness | 22. Outline the strategies that you have used within your work role to maintain the trust and confidence of colleagues, both internal and external to your organisation. How have you shared information and key ideas with colleagues?<br><br>23. Discuss how you have developed and maintained internal and external networks within you work role.<br><br>24. How have you dealt with poor performance and difficulties within your workplace? Outline the specific process that you undertake to deal with conflict.<br><br>25. How do you ensure there is two-way communication between you and your team?<br><br>26. How do you ensure all team members feel they have contributed to the team's success?<br><br>27. How do you ensure issues raised by your team are appropriately addressed and dealt with by management? How do you communicate issues raised by management? |
| CHCORG303C Participate effectively in the work environment | 28. How have you assisted your team to become an effective cohesive unit? |
| BSBINN301A Promote innovation in a team environment | 29. Discuss a change to work practices implemented in your workplace. How was the need for change identified and how did you contribute to the implementation of the change?<br><br>30. What methods have you used to gather information on the effect of change and how have you presented this information?<br><br>31. Describe an innovative idea you have had to improve work practices. What guidelines did you follow when considering the idea and how did you source feedback on the idea? |
| HLTCSD306D Respond effectively to behaviours of concern | 32. In giving direction to staff regarding appropriate response to potential instances of behaviours of concern , what responses do you recommend in an emergency or crisis situation and what procedures do you provide to prevent escalation?<br><br>33. How does your organisation evaluate the effectiveness of the services provided to clients? |
| CPPCMN3001B Participate in environmentally sustainable work practices | 34. Describe your organisation's environmental policies and procedures. How have you shared this information with others in your work team?<br><br>35. Discuss your role and responsibilities in identifying environmental hazards and assessing risk in your area. What types of reports are you required to complete (both internal and external)?<br><br>36. Provide three (3) examples of environmental risks you have identified in your work area. What action did you take to rectify or improve the situation?<br><br>37. What training have you undertaken on environmental procedures and what did the training cover?. |
| BSBWOR404B Develop work priorities | 38. Discuss an example of how you have adapted your work plan when a factor beyond your control conflicted with the completion of a personal work activity. How did you replan your schedule?<br>39. What have you done to ensure your personal work performance meets your organisation's standards for quality and customer service?<br>40. How are development needs identified in your organisation and what measures have you taken to up date your competency based on identified needs? |

| Unit of Competency | Question |
|---|---|
| HLTAMBPD401C Manage personal stressors in the work environment | 41. Outline how you identify own personal stress and stressors<br>42. What steps do you take to control or reduce stressors and stress<br>43. How do you identify stress in others in the workplace<br>44. Discuss an example of how you have taken steps, including the offer of support, to reduce, control or otherwise deal with stress |

RECORD OF CONVERSATION

# BSBFLM303C Contribute to effective workplace relationships

**CANDIDATE'S NAME:** _____  **ASSESSOR'S NAME:** _____  **DATE:** _____

**Question 1:** How do you develop trust and confidence in your working relationships with colleagues, customers and suppliers and other business contacts?

**Question 2:** How do you contribute to the overall sense of 'team' within your organisation**?**

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if response addresses KP and IR | COMMENTS<br>Record other key points and examples from conversation.<br>Identify whether a practical assessment is warranted. |
|---|---|---|---|
| **Question 1, 2** | | | |
| Displays a participative and proactive approach to the operational requirements and goals of the team and the organisation | EEO, harassment, industrial relations and discrimination legislation | | |
| Models appropriate behaviours | Organisations policy and procedure | | |
| Supports and encourages other team members | | | |
| Ensures that communication is open, honest and transparent | Communication skills | | |
| Participates as part of the team and assists others where/when required | Cross-cultural awareness & sensitivity | | |
| Participates in the identification of workplace networks to help build work relationships | Respect for persons | | |
| Demonstrates effective interpersonal skills | | | |
| Contributes to positive workplace outcomes | | | |
| Resolves interpersonal conflict calmly and professionally | | | |
| Displays cultural awareness and sensitively | | | |
| Seeks and provides feedback willingly | | | |

RECORD OF CONVERSATION

# HLTIR301C Communicate and work effectively in health

**CANDIDATE'S NAME:** _____ **ASSESSOR'S NAME:** _____ **DATE:** _____

**Question 3:** How do you ensure you are communicating in a manner that is appropriate to your workgroup? What do you need to take into consideration?

**Question 4:** What processes have you implemented to ensure that you work ethically?

**Question 5:** Discuss the methods of communication that you have used at work. Describe situations where you have changed your communication style to meet the needs of customers and/or colleagues.

**Question 6:** What are the appropriate personal hygiene standards for your sector of the industry and why have you found them to be required/important?

**Question 7:** What are the key elements of a positive approach to health that you have routinely applied in your workplace? How have you maintained professional work standards?

**Question 8:** Identify how you work effectively and take responsibility for personal skill development within the health care system?

| **KEY POINTS**<br>The candidate's response should evidence the following | **INDUSTRY REQUIREMENTS**<br>These must be evidenced in the candidate's response | Indicate if response addresses KP and IR | **COMMENTS**<br>Record other key points and examples from conversation. Identify whether a practical assessment is warranted |
|---|---|---|---|
| Question 3, 4, 5 | | | |
| **Methods: written; person to person (small group; presenting, negotiating; training); on-line, non-verbal** | Workplace procedures | | |
| **Non verbal – body language, dress and grooming, gestures and mannerisms, eye contact, tone and volume, facial expression, posture, personal space, touch** | Ethical guidelines<br><br>Communication skills | | |
| **Summarises and paraphrases to check clarity** | Cross-cultural awareness & sensitivity | | |
| **Maintains confidentiality and recognises, avoids and/or addresses any conflict of interest** | Respect for persons | | |
| **Shows sensitivity to people from:**<br>▪ **culturally and linguistically diverse backgrounds**<br>▪ **different ages, race, religion, gender etc**<br>▪ **different cultural practices and customs** | | | |
| **Targets language to audience** | | | |

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if response addresses KP and IR | COMMENTS<br>Record other key points and examples from conversation. Identify whether a practical assessment is warranted |
|---|---|---|---|
| Question 6 | | | |
| **Personal hygiene relating to: wearing personal protective equipment, safely disposing of infectious and/or hazardous waste** | | | |
| **Awareness of risk associated with poor hygiene** | | | |
| **Dependent on:**<br>▪ **business / industry requirements**<br>▪ **safety requirements**<br>▪ **role and duties**<br>▪ **gender (may be different for men and women)**<br>▪ **work location (indoors, outdoors)**<br>▪ **waste management policy and procedure** | | | |
| Question 7 | | | |
| **Key elements of a positive approach to health:**<br>▪ **an effective and client-centred approach to health**<br>▪ **including clients in shared decision-making as partners in health**<br>▪ **sharing health information in line with workplace policy**<br>▪ **building rapport**<br>▪ **focusing on preventing ill health**<br>▪ **minimising risks** | | | |
| **Follows workplace procedures** | | | |

| **KEY POINTS**<br>The candidate's response should evidence the following | **INDUSTRY REQUIREMENTS**<br>These must be evidenced in the candidate's response | Indicate if response addresses KP and IR | **COMMENTS**<br>Record other key points and examples from conversation. Identify whether a practical assessment is warranted |
|---|---|---|---|
| **Key elements of a positive approach to health:**<br>• **Identifies workplace policies and procedures relating to awards, standards and legislative requirements of own work role and clarify any uncertainties with appropriate personnel**<br>• **Contributes to identifying improved work practices**<br>• **Contributes to implementing improved work practices**<br>• **Complies with relevant accreditation standards applying to work undertaken**<br>• **Reflects understanding and focus on achieving organisation goals and objectives in all work undertaken**<br>• **Responds positively to work place changes** | | | |
| **Identifies and reports issues requiring manadatory notification** | | | |
| Question 8 | | | |
| **Shows sensitivity to people from:**<br>▪ **culturally and linguistically diverse backgrounds**<br>▪ **different ages, race, religion, gender etc**<br>▪ **different cultural practices and customs** | | | |
| **Understands position in the team** | | | |
| **Understands common goal and objectives of team** | | | |
| **Understands roles and responsibilities of each person** | | | |
| **Takes responsibility for own task** | | | |
| **Seeks advice for skills/knowledge development** | | | |
| **Prioritises and meets goals** | | | |
| **Maintains awareness of :**<br>▪ **health care system organisations**<br>▪ **currents health care issues** | | | |

RECORD OF CONVERSATION

## HLTIN301C  Comply with infection control policies and procedures

**CANDIDATE'S NAME:** _____  **ASSESSOR'S NAME:** _____  **DATE:** _____

**Question 9:**     What are some of the infection risks you may encounter when working in a health care site? How do you manage these risks?

**Question 10:**     Outline your responsibilities in relation to organisational policies and procedures, and legislative standards regarding infection control?

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if response addresses KP and IR | COMMENTS<br>Record other key points and examples from conversation. Identify whether a practical assessment is warranted. |
|---|---|---|---|
| **Question 9** | | | |
| Infection risks include:<br>○   Bacteria and bacterial spores<br>○   Fungi<br>○   Viruses<br>○   Pathogens<br>○   Opportunistic organisms<br>○   Disease transmission through direct contact or inhalation through aerosols<br>○   Sharps<br>○   Waste<br>○   Contact with blood and other body substances<br>○   Animals, insects and vermin<br><br>Management strategies include:<br>○   Effective hand hygiene (routine and surgical)<br>○   Use of PPE appropriate to the task at hand<br>○   Hygiene and cleaning practices<br>○   Sharps handling and disposal practices<br>○   Waste handling and disposal practices<br>○   Special ventilation<br>○   Dedicated equipment and facilities | Working safely with chemicals (including label and MSDS interpretation)<br><br>Safe manual handling techniques<br><br>WHS and environmental legislation<br><br>Local government regulations and by laws<br><br>Donning of PPE<br><br>Hazardous material handling<br><br>Emergency response and evacuation procedures including biological and viral control procedures<br><br>Organisations policy and procedure | | |

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if response addresses KP and IR | COMMENTS<br>Record other key points and examples from conversation. Identify whether a practical assessment is warranted. |
|---|---|---|---|
|    o  Sterilisation techniques<br>   o  Following organisational policies and procedures and  protocols for care following exposure | | | |
| Australian/New Zealand Standards | | | |
| **Question 10** | | | |
| Responsibilities include:<br>   o  Application and adherence to organisational policies, procedures and protocols in areas such as:<br>      ▪  Use of signage<br>      ▪  Spill removal<br>      ▪  Hand and personal hygiene<br>      ▪  Application, use and change of PPE<br>      ▪  Records maintenance<br>      ▪  Handling and disposal of  hazardous substances and waste<br>      ▪  Sterilisation practices<br>      ▪  Colour coding and label identification of waste, chemicals and other<br>   o  Compliance with responsibilities outlined within the WHS Act, other associated legislation and the Australian/New Zealand Standards<br>   o  Actively contribute to developing and maintaining a healthy and safe workplace through:<br>      ▪  Risk identification and reporting<br>      ▪  Participating in process review and reengineering | | | |

RECORD OF CONVERSATION
# HLTWHS200A   Participate in WHS processes

**CANDIDATE'S NAME:** _____   **ASSESSOR'S NAME:** _____   **DATE:** _____

**Question 11:**  What are some of the WHS hazards you encounter at your place of work? Outline your responsibilities in relation to workplace health and safety.

**Question 12:**  How do you contribute to the development and maintenance of a healthy and safe workplace?

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if response addresses KP and IR | COMMENTS<br>Record other key points and examples from conversation. Identify whether a practical assessment is warranted. |
|---|---|---|---|
| **Question 11** | | | |
| Major hazards:<br>   o  Manual handling<br>   o  Slips, trips and falls<br>   o  Heat stress<br>   o  Electricity<br>   o  Plant, equipment and machinery<br>   o  Hazardous substances<br>   o  Noise<br>   o  Other workers and persons<br>   o  Chemicals<br>   o  Infection | Employee obligations<br><br>Employer obligations<br><br>Hazard and risk identification and control mechanisms<br><br>Organisations policy and procedure<br><br>Work Health and Safety Legislation | | |
| Identifies any health and/or safety issues | | | |
| Reports any hazards/incidents | | | |
| Completes appropriate reporting processes | | | |
| Responds to emergency situations as appropriate | | | |
| Follows all WHS procedures | | | |
| Undertakes WHS housekeeping in work area | | | |

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if response addresses KP and IR | COMMENTS<br>Record other key points and examples from conversation.<br>Identify whether a practical assessment is warranted. |
|---|---|---|---|
| Follows emergency proce7dures in emergency situations | | | |
| Seeks assistance (if required) | | | |
| Ensures grooming is appropriate (including clothing and footwear) | | | |
| **Question 12** | | | |
| Participates in WHS consultative activities | | | |
| Provides feedback on WHS issues | | | |
| Acts as a role model within the workplace | | | |
| Contributes to the review and redesign of policies, procedures and documentation in relation to WHS | | | |
| Encourages active contribution in relation to WHS from other team members | | | |
| Reports WHS incidents, accidents and information accurately, in a timely manner and in accordance with organisational requirements | | | |
| Provides information to the work group in relation to WHS | | | |

RECORD OF CONVERSATION
# CPPCLO4022A Organise and monitor cleaning operations

**CANDIDATE'S NAME:** _____ **ASSESSOR'S NAME:** _____ **DATE:** _____

**Question 13:** How do you identify requirements of a work order?  Outline how do you organise the resources needed for the cleaning operation

**Question 14:** Outline how you have advised work team members of work schedules and confirmed their understanding of their tasks and responsibilities

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if response addresses KP and IR | COMMENTS<br>Record other key points and examples from conversation. Identify whether a practical assessment is warranted. |
|---|---|---|---|
| **Question 13** | | | |
| **Key elements of identifying requirements**<br>• determine resource implications of particular cleaning methods being used in work order<br>• assess resource requirements of work order<br>• confirm that client expectations are realistic<br>• comply with company and legislative requirements<br>• develop and adhere to work schedules | Employee obligations<br><br>Employer obligations<br><br>Hazard and risk identification and control mechanisms<br><br>Organisations policy and procedure<br><br>Work Health and Safety Legislation | | |
| Identifies any health and/or safety issues | | | |
| **Question 14** | | | |
| Implements effective monitoring system | | | |
| Acts as a role model within the workplace | | | |
| Identifies and supplies equipment, PPE, chemicals and consumables | | | |
| Methods: written; person to person (small group; presenting, negotiating; training); on-line, non-verbal | | | |
| Non verbal – body language, dress and grooming, gestures and mannerisms, eye contact, tone and volume, facial expression, posture, personal space, touch | | | |
| Summarises and paraphrases to check clarity | | | |

RECORD OF CONVERSATION

# LMTGN3005B Plan tasks to assist production operations

**CANDIDATE'S NAME:** _____  **ASSESSOR'S NAME:** _____  **DATE:** _____

**Question 15:** Describe how you facilitate work in your team

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if response addresses KP and IR | COMMENTS<br>Record other key points and examples from conversation. Identify whether a practical assessment is warranted. |
|---|---|---|---|
| **Question 15** | | | |
| Organises work tasks, work processes and staff | Employee obligations | | |
| Meets work process efficiency standards | Employer obligations | | |
| Uses suitable planning techniques | Hazard and risk identification and control mechanisms | | |
| implements and monitors plan | | | |
| Applies WHS policies in work operations | Organisations policy and procedure | | |
| Provides information to the work group in relation to WHS | | | |
| Maintains accurate records | Work Health and Safety Legislation | | |
| Recognises and adapts to cultural differences in the workplace, including modes of behaviour and interactions | | | |
| Seeks feedback from team, section members and individuals | | | |

RECORD OF CONVERSATION
# HLTFS207C   Follow basic food safety practices

**CANDIDATE'S NAME:** _____   **ASSESSOR'S NAME:** _____   **DATE:** _____

**Question 16:**     Outline your responsibilities in relation to organisational policies and procedures, and legislative standards regarding food safety practices

**Question 17**:     How do you comply with personal hygiene standards?.

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if response addresses KP and IR | COMMENTS<br>Record other key points and examples from conversation. Identify whether a practical assessment is warranted. |
|---|---|---|---|
| **Question 16, 17** | | | |
| Meets legal requirements as set out in the Food Safety Standard 3.2.2, Division 4:14 and/or state legislation/regulations | Employee obligations<br><br>Employer obligations | | |
| Reports health conditions and illnesses requirements as set out in Food Safety Standard 3.2.2, Division 4:13 and/or state legislation/regulations. May include<br>• Reports any disease the food handler may be suffering or carrying, to the supervisor<br>• Not engaging in food handling where there is a reasonable likelihood of food contamination as a result of the disease<br>• If continuing work on food handling premises - takes reasonable measures to prevent food from being contaminated as a result of the disease | Hazard and risk identification and control mechanisms<br><br>Organisations policy and procedure<br><br>Food Safety Standard 3.2.2, Division 4.13, 4:14, 4.15<br><br>Work Health and Safety Legislation | | |
| Maintains food safety while carrying out food handling activities according to the food safety program | | | |

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if response addresses KP and IR | COMMENTS<br>Record other key points and examples from conversation.<br>Identify whether a practical assessment is warranted. |
|---|---|---|---|
| Ensures personal hygiene meets the requirements of the food safety program **(**set out in Food Safety Standard 3.2.2. Division 4.15) May include*:*<br>• Taking all practicable measures to ensure that a food handlers body, and anything they are wearing does not contaminate food or surfaces<br>• Take all practicable measures to prevent contact with ready-to-eat food<br>• Level of outer clothing is appropriate for food handling<br>• Only waterproof bandages and dressings are used on exposed body parts<br>• Not eating over unprotected food or surfaces likely to come into contact with food<br>• Not sneeze, blow or cough over unprotected food or surfaces likely to come into contact with food<br>• Not spit, smoke or use tobacco or similar preparations in areas in which food is handled<br>• Not urinate or defecate except in the toilet<br>• Wash hands:<br>  • Whenever hands are likely to be a source of contamination<br>  • Immediately before working with ready-to-eat food after handling raw food<br>  • Immediately after using the toilet<br>  • Before commencing or recommencing food handling<br>  • Immediately after smoking, coughing, sneezing, using a handkerchief or disposable tissue, eating, drinking or using tobacco or similar substances<br>• When washing hands:<br>  • use hand washing facilities provided<br>  • thoroughly clean hands using soap or other effective means, and warm running water | | | |

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if response addresses KP and IR | COMMENTS<br>Record other key points and examples from conversation.<br>Identify whether a practical assessment is warranted. |
|---|---|---|---|
| • thoroughly dry hands on a single use towel or other way that is not likely to transfer pathogenic micro-organisms to the hands | | | |
| Contributes to the cleanliness of food handling areas, according to the food safety program | | | |
| Maintains the work area in a clean and tidy state | | | |
| Keeps food for disposal separate, according to food safety program requirements | | | |
| Disposes of food according to food safety program requirements | | | |
| Takes necessary precautions when moving around the workplace and/or from one task to another to maintain food safety | | | |
| Wears and maintains appropriate clothing and footwear as required by work tasks and consistent with the requirements of the food safety program | | | |
| Handle and dispose of recalled or contaminated food, waste and recyclable material according to food safety program where this is part of the work responsibility | | | |
| Identify and report signs of pest infestation according to the food safety program | | | |
| Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues | | | |

RECORD OF CONVERSATION
## HLTIR403C Work effectively with culturally diverse clients and co-workers

**CANDIDATE'S NAME:** _____  **ASSESSOR'S NAME:** _____  **DATE:** _____

**Question 18:** Discuss your experiences in working with customers/colleagues from diverse backgrounds. How did you deal with language/communication barriers?

**Question 19:** How have you minimised issues and difficulties that may have occurred because of workplace misunderstandings due to cultural differences?

**Question 20:** In your experience what are some strategies and workplace practices you have developed and managed to eliminate bias and discrimination in the workplace?

**Question 21:** What strategies have you developed and managed to resolve cross-cultural misunderstandings?

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if response addresses KP and IR | COMMENTS<br>Record other key points and examples from conversation.<br>Identify whether a practical assessment is warranted |
|---|---|---|---|
| **Question 18** | **Equal Employment Opportunity and anti-discrimination legislation – sex, race, disability, anti-discrimination, religion, culture**<br><br>**Communication skills**<br>**Respect for persons**<br>**Cross-cultural awareness** | | |
| Actively listens and displays open communication | | | |
| Applies verbal and non-verbal communication, gestures, signs | | | |
| Methods: written; person to person (small group; presenting, negotiating; training); on-line, non-verbal | | | |
| Non verbal – body language, dress and grooming, gestures and mannerisms, eye contact, tone and volume, facial expression, posture, personal space, touch | | | |
| Summarises and paraphrases to check clarity | | | |
| Refers customers to different support services eg. diplomatic, interpreter, cultural support services | | | |
| **Question 19** | | | |
| Respects difference in cultures/customs | | | |
| Practices cultural inclusion | | | |
| Avoids bias and stereotyping | | | |

| | | | |
|---|---|---|---|
| Adopts a sensitive approach | | | |
| Uses simple directions and instructions | | | |
| Speaks slowly for those whose are from NESB | | | |
| Resolves misunderstandings | | | |
| Positive gestures and body language | | | |
| **Question 20** | Enterprise policies and procedures | | |
| Promotes cross cultural work teams | | | |
| Supports cross cultural employee representation on committees | Effective communication | | |
| | Client service standards | | |
| Keeps workplace free of culturally insensitive literature, posters, signage | Duty of care | | |
| Methods: written; person to person (small group; presenting, negotiating; training); on-line, non-verbal | Rights of clients – human, legal and moral | | |
| Non verbal – body language, dress and grooming, gestures and mannerisms, eye contact, tone and volume, facial expression, posture, personal space, touch | EEO – sex, race, disability, anti-discrimination, religion, culture | | |
| Summarises and paraphrases to check clarity | | | |
| Promotes inclusion of co-workers in decision-making | | | |
| Seeks input in to work practices from persons with diverse cultural backgrounds (clients and staff) | | | |
| Leads others in culturally appropriate work practices | | | |
| Leads by example<br>• Demonstrates respect for others at all times<br>• Demonstrates respect when interacting with others | | | |
| Understands changing cultural practices in Australia | | | |
| Understands own cultural bias/practices | | | |
| Understands changing/fluid nature of culture | | | |
| **Question 21** | | | |
| Identifies issues that may cause conflict | | | |

| | | | |
|---|---|---|---|
| Applies verbal and non-verbal communication, gestures, signs | | | |
| Methods: written; person to person (small group; presenting, negotiating; training); online, non-verbal | | | |
| Non verbal – body language, dress and grooming, gestures and mannerisms, eye contact, tone and volume, facial expression, posture, personal space, touch | | | |
| **Summarises and paraphrases to check clarity** | | | |

QUESTION RECORDING SHEET
# BSBWFLM312C Contribute to team effectiveness

**CANDIDATE'S NAME:** _____  **ASSESSOR'S NAME:** _____  **DATE:** _____

**Question 22:** Outline the strategies that you have used within your work role to maintain the trust and confidence of colleagues, both internal and external to your organisation. How have you shared information and key ideas with colleagues?

**Question 23:** Discuss how you have developed and maintained internal and external networks within you work role.

**Question 24:** How have you dealt with poor performance and difficulties within your workplace? Outline the specific process that you undertake to deal with conflict.

**Question 25**: How do you ensure there is two-way communication between you and your team?

**Question 26**: How do you ensure all team members feel they have contributed to the team's success?

**Question 27**: How do you ensure issues raised by your team are appropriately addressed and dealt with by management? How do you communicate issues raised by management?

| **KEY POINTS** The candidate's response should evidence the following | **INDUSTRY REQUIREMENTS** These must be evidenced in the candidate's response | Indicate if key point has been addressed | **COMMENTS** Record key points from conversation Identify whether a practical assessment is warranted |
|---|---|---|---|
| **Question 22** | | | |
| Creates an environment conducive to sharing information | Legislation | | |
| Uses effective communication strategies to maintain relationships with colleagues | Customer service standards | | |
| Uses appropriate leadership skills to enhance relationships | Personal grooming and presentation | | |
| Consults with colleagues both internal and external | Information technology | | |
| Works with colleagues to deal with issues promptly and in an appropriate manner | Enterprise policies and procedures | | |
| *Strategies* | Effective communication skills | | |
| Participates in conferences | | | |
| Attends seminars and business functions | | | |
| Joins a professional association | | | |

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if key point has been addressed | COMMENTS<br>Record key points from conversation Identify whether a practical assessment is warranted |
|---|---|---|---|
| Maintain regular contact with people | | | |
| Targets individuals through meetings | | | |
| Distributes materials | | | |
| *Recording and maintaining details* | | | |
| Collects business cards | | | |
| Writes additional information on the back of business cards – where met, special interests, how to help each other | | | |
| Enters details on electronic database or organiser | | | |
| Enters details in address book | | | |
| Prepares list of contacts for reference | | | |
| *Skills* | | | |
| Communication skills | | | |
| Leadership skills | | | |
| Negotiation skills | | | |
| Evaluation skills | | | |
| Problem solving skills | | | |
| Networking skills | | | |
| **Question 23** | | | |
| Maintains integrity, respect and empathy | | | |
| Ensures knowledge of organisational structure, policy and products | | | |
| Obtains and shares key information for others in your organisation | | | |
| Finds out about the latest industry developments | | | |

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if key point has been addressed | COMMENTS<br>Record key points from conversation Identify whether a practical assessment is warranted |
|---|---|---|---|
| Networks with people with business interests in common | | | |
| Gains access to useful resources to call on | | | |
| Keeps management and personnel informed about developments in the industry, general business world, wider community, nationally and globally | | | |
| Provides the organisation with greater opportunities to do business with a wider circle of customers, in new regions, in new ways | | | |
| Taps into key information about new products, services and contacts to cultivate | | | |
| **Question 24** | | | |
| Analyses the difficulty, issue or problem not the person | | | |
| Discusses the difficulties and work towards a resolution | | | |
| Provides support and encouragement | | | |
| Provides training and development opportunities | | | |
| Assists with goal setting and time management strategies | | | |
| Uses consultative processes to improve work performance | | | |
| Acknowledges and recognises work well done | | | |
| Gains agreement on time to review progress | | | |
| **Question 25** | | | |
| Maintains open communication with team at all times | | | |
| Communicates information from line manager/management to the team | | | |
| Communicates unresolved issues to team and follow-up to ensure action is taken in response to these matters | | | |

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if key point has been addressed | COMMENTS<br>Record key points from conversation Identify whether a practical assessment is warranted |
|---|---|---|---|
| **Question 26** | | | |
| Encourages team members to participate in the planning, decision making and operational aspects of the work team to their level of responsibility | | | |
| Encourages team members to take responsibility for their own work and to assist each other in undertaking required roles and responsibilities | | | |
| Provides feedback to team members to encourage, value and reward team members' efforts and contributions | | | |
| **Question 27** | | | |
| Maintains open communication with line manager /management at all times | | | |
| Communicates information from line manager/management to the team | | | |
| Communicates unresolved issues to line manager/management and follow-up to ensure action is taken in response to these matters | | | |
| Communicates ideas and thoughts which focus on specific tasks, outcomes, decisions, issues or behaviours | | | |
| Participates/facilitates formal/informal gatherings between team members where there is discussion on work-related matters | | | |
| Communicates ideas and thoughts which focus on specific tasks, outcomes, decisions, issues or behaviours | | | |

RECORD OF CONVERSATION

## CHCORG303C Participate effectively in the work environment

**CANDIDATE'S NAME:** _____  **ASSESSOR'S NAME:** _____  **DATE:** _____

**Question 28:**   How have you assisted your team become an effective cohesive unit?

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if response addresses KP and IR | COMMENTS<br>Record other key points and examples from conversation.<br>Identify whether a practical assessment is warranted. |
|---|---|---|---|
| **Question 28** | | | |
| Contribute to the effective operation of the workgroup | Employee obligations | | |
| effective communication and interpersonal relationship including respect for others and cultural awareness | Employer obligations<br><br>Anti-discrimination | | |
| Review and develop own work performance | legislation – sex, race, disability, anti-discrimination, | | |
| Work cooperatively with others | religion, culture | | |
| Contribute to the development of policies, practices and structures of an organisation | Communication skills<br>Respect for persons | | |
| Carries out work within own role, responsibilities and organisation objectives in an effective manner | Cross-cultural awareness<br>Organisations policy and | | |
| Interacts in a cooperative manner with both individuals and work groups | procedure<br><br>Work Health and Safety | | |
| Awareness and understanding of effective teams operation | Legislation | | |
| Demonstrates time management and work planning | | | |
| Maintains sustainability of the workplace – may include:<br>• environmental,<br>• economic,<br>• workforce and<br>• social sustainability | | | |

QUESTION RECORDING SHEET

## BSBINN301A Promote innovation in a team environment

**CANDIDATE'S NAME:** _____  **ASSESSOR'S NAME:** _____  **DATE:** _____

**Question 29:** Discuss a change to work practices implemented in your workplace. How was the innovation identified and how did you contribute to the implementation of the innovation?

**Question 30:** What methods have you used to gather information on the effect of innovation and how have you presented this information?

**Question 31:** Describe an innovative idea you have had to improve work practices. What guidelines did you follow when considering the idea and how did you source feedback on the idea?

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if key point has been addressed | COMMENTS<br>Record key points from conversation Identify whether a practical assessment is warranted |
|---|---|---|---|
| **Question 29** | | | |
| Management recommendation or decisions (e.g. relocation, downsizing, new priorities) | Legislation | | |
| Technical, market, organisational or resource changes or uncertainty | Codes of practice<br><br>Organisation's strategic objectives and plans | | |
| Corporate research and development | | | |
| Organisational restructuring, staffing changes | Enterprise policies and procedures | | |
| Introduction of new technology or products | Job descriptions | | |
| Continuous improvement programs | Access and equity practices | | |
| Employee or team suggestions or interviews | | | |
| Market demands; new client base | | | |
| Analysis of qualitative/quantitative data | | | |
| Brainstorming and feedback | | | |
| *Implement innovation* | | | |
| Creates a readiness to change | | | |
| Creates shared vision and common direction | | | |

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if key point has been addressed | COMMENTS<br>Record key points from conversation Identify whether a practical assessment is warranted |
|---|---|---|---|
| Develops leadership | | | |
| Implements mentoring and coaching programs | | | |
| Builds the ability to change – prepares management, develops implementation plan, monitors change implementation | | | |
| Promotes participation and consultation with individuals and teams | | | |
| Encourages teams and asks for feedback | | | |
| Promotes positive attitude | | | |
| **Question 30** | | | |
| Customer surveys | | | |
| Employee satisfaction | | | |
| Industrial disputes | | | |
| Supplier feedback | | | |
| Productivity measures | | | |
| Cost savings | | | |
| Market share data | | | |
| *Presented* | | | |
| Weekly reports | | | |
| Monthly reports | | | |
| Present to consultative groups | | | |
| Work Health and Safety meetings | | | |
| Union delegates consultation | | | |
| Financial reports | | | |
| Business and performance plans | | | |

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if key point has been addressed | COMMENTS<br>Record key points from conversation Identify whether a practical assessment is warranted |
|---|---|---|---|
| **Question 31** | | | |
| Values contribution of others | | | |
| Evaluates and reflects on what the team needs and wants to achieve | | | |
| Checks out information about current or potential team members' work in the context of developing a more innovative team | | | |
| Integrates different points of view | | | |
| Ensures idea is realistic | | | |
| Ensures idea relates to work practices and company goals | | | |
| Ensures idea is clear, correct and complete | | | |
| Ensures idea meets company guidelines | | | |
| Identifies risk factors and potential constraints | | | |
| Provides recommendation for success of change | | | |
| *Feedback* | | | |
| Customer survey | | | |
| Interviews | | | |
| Comments from colleagues in a constructive and open way | | | |
| Analysis of qualitative/quantitative/quality assurance data | | | |
| Recommendations | | | |
| Management decisions | | | |
| Knowledge management systems | | | |

RECORD OF CONVERSATION
## HLTCSD306D Respond effectively to behaviours of concern

**CANDIDATE'S NAME:** _____  **ASSESSOR'S NAME:** _____  **DATE:** _____

**Question 32:** In giving direction to staff responding to people who are vulnerable and at significant risk, what responses do you recommend to a behaviour of concern and what procedures do you provide to prevent escalation?

**Question 33:** How do you report incidents and how are they reviewed in your workplace?

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if response addresses KP and IR | COMMENTS<br>Record other key points and examples from conversation. Identify whether a practical assessment is warranted. |
|---|---|---|---|
| **Question 32** | Enterprise policies and procedures | | |
| Identifies indicators of behaviours of concern | | | |
| Works with significant other/s to develop a plan | | | |
| Uses communications skills to facilitate client discussions and build a relationship | Legislation and legal requirements | | |
| Seeks information from a range of sources to ensure planned response | Duty of care | | |
| Examines workplace policies and procedures to identify response | Accepted industry practices<br><br>Referral protocol<br><br>Confidentiality | | |
| Assesses level of risk to self | | | |
| Responds to indicators of risk | | | |

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if response addresses KP and IR | COMMENTS<br>Record other key points and examples from conversation.<br>Identify whether a practical assessment is warranted. |
|---|---|---|---|
| Evaluates options for specialist support and/or brief intervention | | | |
| Seeks assistance appropriately | | | |
| Deals with difficult or challenging behaviour promptly, firmly and diplomatically in accordance with workplace policy and procedure | | | |
| Selects appropriate strategies to suit particular instances of difficult or challenging behaviour | | | |
| Works with others and displays empathy with client and relatives | | | |
| Negotiates to prevent escalation | | | |
| Immediately refers | | | |
| Performs intervention to ensure physical safety | | | |
| *Procedures* | | | |
| Uses calming communication skills | | | |
| Manages and contains emotional responses and escalating behaviour | | | |
| Discusses the situation with the client | | | |
| Works with the client to reduce crisis | | | |
| Uses negotiation and mediation | | | |
| Seeks assistance from other workers or client carers | | | |
| Evaluates the potential risk of the behaviour of concern | | | |
| Implements specific communication skills including questioning, reflective listening and body language | | | |
| **Question 33** | | | |
| Reports incidents according to workplace policies and procedures | | | |

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if response addresses KP and IR | COMMENTS<br>Record other key points and examples from conversation.<br>Identify whether a practical assessment is warranted. |
|---|---|---|---|
| Ensures client file notes are completed and include the client's stage of decision making | | | |
| Reviews incidents with appropriate staff and offers suggestions appropriate to area of responsibility | | | |
| Ensures all relevant information is maintained and stored appopriately | | | |
| Seeks feedback | | | |
| Implements reflective practice strategies | | | |

QUESTION RECORDING SHEET
# CPPCMN3001B Participate in environmentally sustainable work practices

**CANDIDATE'S NAME:** _____  **ASSESSOR'S NAME:** _____  **DATE:** _____

**Question 34:** Describe your organisation's environmental policies and procedures. How have you shared this information with others in your work team?

**Question 35:** Discuss your role and responsibilities in identifying environmental hazards and assessing risk in your area. What types of reports are you required to complete (both internal and external)?

**Question 36:** Provide three (3) examples of environmental risks you have identified in your work area. What action did you take to rectify or improve the situation?

**Question 37:** What training have you undertaken on environmental procedures and what did the training cover?

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if key point has been addressed | COMMENTS<br>Record key points from conversation Identify whether a practical assessment is warranted |
|---|---|---|---|
| **Question 34** | | | |
| Policies and procedures may include: | Federal, state and local government laws, by-laws and regulations, including application of energy rating/conservation systems, such as the Green Star environmental rating system | | |
| Environment and resource efficiency issues **identification** | | | |
| Avoid or minimise risk and waste | | | |
| Environmental signage and labelling | | | |
| Environmental auditing | Industry codes and Australian Standards, including ecoCLEAN | | |
| Environmental aspects of product standards | | | |
| Environmental work practices – responsibilities and planning | Enterprise policies and procedures | | |
| Record keeping and reporting procedures | Legal requirements | | |
| *Share information* | | | |
| Communicates verbally with others | | | |
| Communicates in writing – posters, memos, procedures, | | | |

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if key point has been addressed | COMMENTS<br>Record key points from conversation Identify whether a practical assessment is warranted |
|---|---|---|---|
| emails | | | |
| Leads by example | | | |
| Demonstrates practices | | | |
| Trains team members | | | |
| Inducts new team members | | | |
| **Question 35** | | | |
| Implements current strategies and future improvements | | | |
| Monitors strategies and outcomes and keeping records | | | |
| Understands and maintains knowledge on environmental concepts, policies and procedures | | | |
| Acts as a facilitator to involve and consult with staff | | | |
| Educates or identifies training needs | | | |
| Supervises others | | | |
| *Reports* | | | |
| Measurements of environmental performance | | | |
| Details of environmental hazards | | | |
| Details of environmental polices and strategies | | | |
| Assessment of environmental polices and strategies | | | |
| Details of potential and existing environmental risks assessment and identification | | | |
| Comments and responses – including internal and external sources | | | |
| **Question 36** | | | |
| Incorrect resource use – paper, cardboard, office equipment, electricity | | | |

| KEY POINTS The candidate's response should evidence the following | INDUSTRY REQUIREMENTS These must be evidenced in the candidate's response | Indicate if key point has been addressed | COMMENTS Record key points from conversation Identify whether a practical assessment is warranted |
|---|---|---|---|
| Poor energy management – heating, cooling, office equipment, lighting, water heating | | | |
| Incorrect purchasing – office stationary, batteries, printer cartridges, photocopiers, computers, furniture, paper, printing, cleaning services | | | |
| Transport – couriers, company cars, commuting to work, freight deliveries | | | |
| Waste – paper, glass bottles, aluminium cans, hand towels, obsolete office equipment, light bulbs, organic waste | | | |
| *Action* | | | |
| Identifies action to be taken | | | |
| Determine who takes the action – self or delegate | | | |
| Develops an information and communication plan | | | |
| Sets targets and timelines to rectify | | | |
| Monitors results | | | |
| Seeks approval as required | | | |
| Question 38 | | | |
| Formal training – workshops, seminars | | | |
| Informal training – one-on-one | | | |
| Organisation wide – general awareness training | | | |
| New and changed environmental procedures and initiatives | | | |
| Use of equipment | | | |
| Purchasing environmentally friendly products | | | |
| Specific procedures e.g. toner cartridge recycling | | | |

QUESTION RECORDING SHEET
# BSBWOR404A Develop work priorities

**CANDIDATE'S NAME:** _____  **ASSESSOR'S NAME:** _____  **DATE:** _____

**Question 38**    Discuss an example of how you have adapted your work plan when a factor beyond your control conflicted with the completion of a personal work activity. How did you replan your schedule?

**Question 39:**    What have you done to ensure your personal work performance meets your organisation's standards for quality and customer service?

**Question 40:**    How are development needs identified in your organisation and what measures have you taken to up date your competency based on identified needs?

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if key point has been addressed | COMMENTS<br>Record key points from conversation Identify whether a practical assessment is warranted |
|---|---|---|---|
| **Question 38** | | | |
| Considers resources, client needs and targets in the development of work plans | Legislation | | |
| Incorporates work objectives and priorities into work plans | Company policies and procedures | | |
| Considers technology when developing work plans | Productivity | | |
| *Factors impacting on schedules:* <br> • interruptions or delays by others <br> • conflicting priorities <br> • competition for scarce resources <br> • changes in the scope of work by the client <br> • changes in materials cost outside budget <br> • technology/equipment breakdown <br> • describes other | Time constraints <br><br> Business technology <br><br> Self awareness <br><br> Work plans | | |
| Resolves problems | | | |
| Plans for further contingencies | | | |

| **KEY POINTS**<br>The candidate's response should evidence the following | **INDUSTRY REQUIREMENTS**<br>These must be evidenced in the candidate's response | Indicate if key point has been addressed | **COMMENTS**<br>Record key points from conversation Identify whether a practical assessment is warranted |
|---|---|---|---|
| Allows for time delays | | | |
| Plans to achieve other work outcomes during delays | | | |
| Asks for help | | | |
| Prioritises and plans to complete non-priority work later | | | |
| **Question 39** | | | |
| Understands own work role and level of responsibility | | | |
| Uses feedback and self-assessment to identify personal performance standards | | | |
| Sequences work efficiently | | | |
| Follows procedures, work instructions | | | |
| Complies with legislative and regulatory requirements | | | |
| Clarifies work through discussions | | | |
| Monitors own work output | | | |
| Asks for feedback | | | |
| Acts on feedback and self-assessment | | | |
| Uses controlled documents – forms, task checklists, batch control sheets, etc | | | |
| Complete workplace documentation at each stage of the process | | | |
| Reports errors and inconsistencies | | | |
| Takes corrective action / resolves issues | | | |
| Contributes to procedural improvements | | | |

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if key point has been addressed | COMMENTS<br>Record key points from conversation Identify whether a practical assessment is warranted |
|---|---|---|---|
| **Question 40** | | | |
| Shows awareness of opportunities for learning and development | | | |
| Discusses learning and plan opportunities | | | |
| Researches professional development activities and shares with colleagues | | | |
| Accesses professional development activities | | | |
| Demonstrates pro-active attitude towards skills development | | | |
| Participates in professional workshops | | | |
| Community courses | | | |
| In-house programs | | | |
| Coaching and mentoring | | | |
| Conferences | | | |
| e-learning | | | |
| Formal education | | | |
| Records and stores documents relating to professional development | | | |

RECORD OF CONVERSATION
# HLTAMBPD401C Manage personal stressors in the work environment

**CANDIDATE'S NAME:** _____  **ASSESSOR'S NAME:** _____  **DATE:** _____

**Question 41:** Outline how you identify own personal stress and stressors
**Question 42:** What steps do you take to control or reduce stressors and stress
**Question 43:** How do you identify stress in others in the workplace
**Question 44:** Discuss an example of how you have taken steps, including the offer of support, to reduce, control or otherwise deal with stress

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if response addresses KP and IR | COMMENTS<br>Record other key points and examples from conversation. Identify whether a practical assessment is warranted. |
|---|---|---|---|
| **Question 41** | | | |
| **Potential causes of stress may include but are not limited to***:*<br>• Acute stress from exposure to incidents involving trauma, violence, injury and/or death<br>• Chronic work-related stress, including burn out and serious fatigue | Employee obligations<br><br>Employer obligations<br><br>Organisations policy and procedure<br><br>Work Health and Safety Legislation | | |
| Recognises potential causes of stress so that immediate action can be taken to reduce or eliminate the stress | | | |
| Recognises own *response to stress* in the workplace<br>May include:<br>• Physical reaction<br>• Psychological (mental/emotional) reaction<br>• Changes in health | | | |
| **Question 42** | | | |
| Organises work to minimise stress where possible | | | |
| Develops a personal stress management plan in consultation with supervisor | | | |
| Constantly monitors personal stress levels and evaluates the effectiveness of the stress management plan on an ongoing basis | | | |

| KEY POINTS<br>The candidate's response should evidence the following | INDUSTRY REQUIREMENTS<br>These must be evidenced in the candidate's response | Indicate if response addresses KP and IR | COMMENTS<br>Record other key points and examples from conversation.<br>Identify whether a practical assessment is warranted. |
|---|---|---|---|
| Take further action to manage stress when necessary | | | |
| Follows workplace WHS policy and procedure | | | |
| Provides information to the work group in relation to WHS | | | |
| **Question 43** | | | |
| Observe team members and colleagues for signs of stress after incidents and over time<br>• May include:<br>• Physical reaction<br>• Psychological (mental/emotional) reaction<br>• Changes in health | | | |
| Shows empathy with colleagues | | | |
| Relates to persons from differing cultural, social and religious backgrounds | | | |
| **Question 44** | | | |
| Organised work to minimise stress | | | |
| Developed a personal stress management plan in consultation with supervisor | | | |
| Constantly monitored personal stress levels | | | |
| Sought appropriate stress counselling | | | |
| Informal debriefing with colleagues | | | |
| Local peer support programs | | | |
| Other workplace resources | | | |

# SECTION D

## Practical Tasks and Observation Recording Sheets

You use this section to assist you in determining a candidate's competency in those areas where they have not yet successfully demonstrated their skills, knowledge and prior experience. Therefore, candidates are not required to complete all tasks. You select tasks after considering available evidence collected through previous phases and according to context and needs of each candidate.

## PRACTICAL TASKS

Candidates are **not** required to complete **all** tasks. The Assessor is to select tasks after considering available evidence collected through previous phases and according to the context and needs of each candidate.

| Unit of Competency | Practical Task |
|---|---|
| **HLTWHS200A Participate in the WHS processes**<br><br>**BSBINN301A**<br><br>**Promote innovation in a team environment**<br><br>**CPPCMN3001B Participate in environmentally sustainable work practices**<br><br>**CHCORG303C Participate effectively in the work environment**<br><br>**BSBFLM312C contribute to team effectiveness**<br><br>**BSBFLM303C Contibute to effective workplace relationships** | Task 1<br><br>Following is a list of workplace documents you would need to have knowledge of and be able to access in order to fulfil your work tasks and objectives.<br><br>• company policies and procedures<br>• company mission statement, strategic plan, business plan<br>• legislation<br>• forms<br><br>This task requires you to show your assessor where in your workplace you would access these documents in order to carry out the following work task/objectives.<br>Once you have accessed relevant documents to show your assessor, demonstrate the following:<br><br>(a) During a team meeting present an WHS issue you have identified to the team and outline the procedures that must be followed within the organisations policy and procedure. Ask for feedback and brainstorm innovative ideas about how to minimise the risk and report outcomes to the appropriate person<br>(b) Using collaborative change processes, research environmental and energy efficiency management and provide professional development to the work team. Include in your presentation:<br>• Definition of environmental and energy efficiency management and business sustainability<br>• Policy and procedure changes<br>• Links between environmental, energy consumption, financial, safety and other risks<br>• Ask for volunteers to establish a working committee to assist with the development and implementation of new policies and procedures |

| Unit of Competency | Practical Task |
|---|---|
| **CPPCLO4022A Organise and monitor cleaning operations** | Task 2<br><br>This task requires you to demonstrate your ability to identify requirements of the work order based on extensive understanding of the range of cleaning methods available and the associated use of equipment and chemicals. It also requires understanding of expectations and needs, and organising the resources needed for the cleaning operation<br><br>Discuss a relevant work order with your assessor and demonstrate where you have:<br><br>• determined resource implications of particular cleaning methods being used in work order<br>• assessed resource requirements of work order<br>• confirmed that client expectations are realistic<br>• complied with work and legislative requirements<br>• developed and adhered to work schedules<br>• implemented an effective monitoring system<br>• identified and supplied equipment, PPE, chemicals and consumables<br>• provided feedback and communicated with colleagues and management<br>• achieved outcomes in relation to work order and company requirements. |
| **LMTGN3005B Plan tasks to assist production operations**<br><br>**BSBWOR404B develop work priorities** | Task 3<br><br>This task requires you to demonstrate your planning and organising skills to develop and implement a production plan and how you would seek and act on feedback from clients and colleagues<br><br>Source the documents in your workplace pertaining to the operation you wish to use as an example for this assessment task.<br><br>Discuss the plan and show your assessor the following:<br><br>• the development of rosters<br>• WHS practices<br>• workplace procedures<br>• documentation practices<br>• organisational systems |
| **HLTIN301C Comply with infection control policies and procedures**<br><br>**HLTFS207C Follow basis food safety practices** | **Task 4**<br><br>This task requires you to demonstrate to your assessor how in your workplace you would carry out the following work task/objectives for site assessment and preparation required for completing a food safe task according to food safety program:<br><br>• Awareness of personal hygiene specific risks<br>• Manage personal hygiene whilst performing the task<br>• Select appropriate equipment and methods for contributing to cleanliness of food handling area<br>• Select and use appropriate personal protective equipment<br>• Dispose of food/waste in accordance with workplace policies and procedures and legislative requirements |

| Unit of Competency | Practical Task |
|---|---|
| **HLTCSD306D Respond effectively to behaviours of concern** | **Task 5**<br><br>Following is a list of workplace documents you would need to have knowledge of and be able to access in order to fulfil your work tasks and objectives.<br><br>• company policies and procedures<br>• company mission statement, strategic plan, business plan<br>• WHS legislation<br>• forms<br><br>During a team meeting you have presented an example of a behaviour of concern you have identified to the team and outline the procedures that must be followed within the organisations policy and procedure<br><br>This task requires you to show your assessor where in your workplace you would access these documents in order to carry out the following work task/objectives.<br><br>Once you have accessed relevant documents to show your assessor, demonstrate the following:<br><br>a) strategies you implemented for dealing with challenging behaviours<br><br>b) work practices to be followed to deal with the challenging behaviour<br><br>c) The report and review incidents process |
| **HLTHIR3013 Communicate and work effectively in health** | *Generic component assessable across all tasks* |
| **HLTIR403C Work effectively with culturally diverse clients and coworkers** | *Generic component assessable across all tasks* |
| **HLTAMBPD401C Manage personal stressors in the work environment** | *Generic component assessable across all tasks* |

OBSERVATION RECORDING SHEET

# Practical Tasks

**CANDIDATE'S NAME:** _____ **SIGNATURE:** _____ **DATE:** _____

**ASSESSOR'S NAME:** _____ **SIGNATURE:** _____ **DATE:** _____

**LOCATION:** _____

**NB:** The skills listed below must be verified by a competent assessor through observed demonstration either in the candidate's workplace as part of the candidate's normal work duty OR as part of a practical assessment/demonstration set by the assessor.

| Unit and element covered in task | Task No. | Observable behaviours in task | Industry identified risks | Assessor's comments | Indicate if behaviour observed | Date assessed |
|---|---|---|---|---|---|---|
| **HLTWHS200A Participate in the WHS processes**<br><br>**BSBINN301A**<br><br>**Promote innovation in a team environment**<br><br>**CPPCMN3001B Participate in environmentally sustainable work practices**<br><br>**CHCORG303C Participate effectively in the work environment**<br><br>**BSBFLM312C Contribute to team effectiveness** | **1** | Sources industry guidelines, procedures and legislation pertaining to the task<br><br>Sources company policy, guidelines and procedures<br><br>Understands scope of industry sector and influences<br><br>Makes decisions within appropriate statutory context and scope of responsibility<br><br>Implements and monitors safe working procedures<br><br>Monitors procedures on hazard and risk management<br><br>Maintains work area, equipment and records<br><br>Participates in WHS consultation<br><br>Manages work practices with culturally diverse clients and staff<br><br>Monitors effectiveness of communication in dealing with culturally diverse persons<br><br>Resolves misunderstandings<br><br>Develops and manages communication strategies | Commonwealth and State legislation<br><br>WHS and environmental legislation<br><br>Relevant program standards<br><br>Equal Employment Opportunity and anti-discrimination legislation – sex, race, disability, anti-discrimination, religion, culture<br><br>Communication skills<br><br>Respect for persons<br><br>Cross-cultural awareness<br><br>Recording and filing systems<br><br>Duty of care<br><br>Client service standards | | | |

| Unit and element covered in task | Task No. | Observable behaviours in task | Industry identified risks | Assessor's comments | Indicate if behaviour observed | Date assessed |
|---|---|---|---|---|---|---|
| **BSBFLM303C Contibute to effective workplace relationships**<br><br>**HLTHIR3013 Communicate and work effectively in health**<br><br>**HLTIR403C Work effectively with culturally diverse clients and coworkers** | | Communicates effectively with staff<br><br>Facilitates group discussions<br><br>Manages and resolves conflict | | | | |
| **CPPCLO4022A Organise and monitor cleaning operations** | 2 | Sources industry guidelines, procedures and legislation pertaining to the task<br><br>Sources company policy, guidelines and procedures<br><br>Understands scope of industry sector and influences<br><br>Makes decisions within appropriate statutory context and scope of responsibility<br><br>Implements and monitors safe working procedures<br><br>Monitors procedures on hazard and risk management<br><br>Maintains work area, equipment and records<br><br>Participates in WHS consultation<br><br>Manages work practices with culturally diverse clients and staff<br><br>Site conditions and soil type is assessed and | Working safely with chemicals (including label and MSDS interpretation)<br><br>Safe manual handling techniques<br><br>WHS and environmental legislation<br><br>Local government regulations<br><br>Infection control<br><br>Hazardous material handling<br><br>Emergency response and evacuation procedures including biological and viral control procedures | | | |

| Unit and element covered in task | Task No. | Observable behaviours in task | Industry identified risks | Assessor's comments | Indicate if behaviour observed | Date assessed |
|---|---|---|---|---|---|---|
| | | appropriate PPE is selected and used | Organisations policy and procedure | | | |
| | | Equipment, chemicals and cleaning agents appropriate to the task are accessed prior to commencing cleaning to ensure timely completion of work | | | | |
| | | Where utilised, chemicals are prepared and handled in accordance with manufacturers' specifications | | | | |
| | | Hazard/warning signage is erected and removed as required | | | | |
| | | Effective cleaning pattern is adopted | | | | |
| | | Surrounding area is tidied following completion of cleaning task | | | | |
| | | All equipment is cleaned and stored securely | | | | |
| | | Chemicals and cleaning agents are stored securely in accordance with manufacturers specifications | | | | |
| **LMTGN305B Plan tasks to assist production operations** <br><br> **BSBWOR404B Develop work priorities** | 3 | Task is planned and authorised <br><br> Incorporates work objectives and priorities into work plans <br><br> Sources industry guidelines, procedures and legislation pertaining to the task <br><br> Sources company policy, guidelines and procedures <br><br> Understands scope of industry sector and influences <br><br> Makes decisions within appropriate statutory context and scope of responsibility <br><br> Implements and monitors safe working procedures <br><br> Monitors procedures on hazard and risk management <br><br> Specific conditions and equipment is assessed and appropriate PPE selected and used | Working safely with chemicals (including label and MSDS interpretation) <br><br> Safe manual handling techniques <br><br> WHS and environmental legislation <br><br> Local government regulations <br><br> Infection control <br><br> Hazardous material handling <br><br> Emergency response and evacuation procedures including biological and viral control procedures | | | |

| Unit and element covered in task | Task No. | Observable behaviours in task | Industry identified risks | Assessor's comments | Indicate if behaviour observed | Date assessed |
|---|---|---|---|---|---|---|
| | | Maintains work area, equipment and records | Organisations policy and procedure | | | |
| | | Participates in WHS consultation | | | | |
| | | Manages work practices with culturally diverse clients and staff | | | | |
| | | Hazard/warning signage is erected and removed as required | | | | |
| | | Effective task pattern is adopted | | | | |
| | | Surrounding area is tidied following completion of task | | | | |
| | | All equipment is cleaned and stored securely | | | | |
| | | Chemicals and cleaning agents are stored securely in accordance with manufacturers specifications | | | | |

| Unit and element covered in task | Task No. | Observable behaviours in task | Industry identified risks | Assessor's comments | Indicate if behaviour observed | Date assessed |
|---|---|---|---|---|---|---|
| **HLTIN301C Comply with infection control policies and procedures**<br><br>**HLTFS207C Follow basic food safety practices** | 4 | Site conditions and food handling activities assessed, level of outer clothing and appropriate PPE selected and used<br><br>Equipment and cleaning agents appropriate to the food handling task are accessed and prepared prior to commencing food handling task to ensure timely completion of work<br><br>Food waste is sorted, labelled, transferred and disposed of in a safe and environmentally conscious manner using the most efficient methods to minimise the potential for spillages, damage to property and contamination.<br><br>During transfer and removal, food waste and waste carriers are handled in accordance with infection control, food safety program and other WHS obligations<br><br>Waste bins and other waste receptacles and surrounds are spot cleaned as required and where appropriate, liners are replaced in accordance with infection control, food safety program and other WHS obligations<br><br>All equipment including PPE, is cleaned and stored securely in accordance with infection control, food safety program and other WHS obligations<br><br>Chemicals and cleaning agents are stored securely in accordance with manufacturers' specifications | Food Safety Standard 3.2.2, Division 4.13, 4:14, 4.15<br><br>Working safely with chemicals (including label and MSDS interpretation)<br><br>Food safety manual handling techniques<br><br>Infection control<br><br>WHS and environmental legislation<br><br>Local government regulations<br><br>Hazardous material handling<br><br>Emergency response and evacuation procedures including biological and viral control procedures<br><br>Organisations policy and procedure | | | |

| Unit and element covered in task | Task No. | Observable behaviours in task | Industry identified risks | Assessor's comments | Indicate if behaviour observed | Date assessed |
|---|---|---|---|---|---|---|
| **HLTCSD306D Respond effectively to behaviours of concern** | 5 | Sources industry guidelines, procedures and legislation pertaining to the task<br><br>Sources company policy, guidelines and procedures<br><br>Understands scope of industry sector and influences<br><br>Makes decisions within appropriate statutory context and scope of responsibility<br><br> Manages work practices with culturally diverse clients and staff<br><br>Monitors effectiveness of communication in dealing with culturally diverse persons<br><br>Resolves misunderstandings<br><br>Develops and manages communication strategies<br><br>Manages and resolves conflict<br><br>Reports incidents | Commonwealth and State legislation<br><br>WHS and environmental legislation<br><br>Relevant program standards<br><br>Equal Employment Opportunity and anti-discrimination legislation – sex, race, disability, anti-discrimination, religion, culture<br><br>Communication skills<br><br>Respect for persons<br><br>Cross-cultural awareness<br><br>Recording and filing systems<br><br>Duty of care<br><br>Client service standards | | | |

| Unit and element covered in task | Task No. | Observable behaviours in task | Industry requirements | Assessor's comments | Indicate if behaviour observed | Date assessed |
|---|---|---|---|---|---|---|
| | **All** | Generic components across all tasks:<br><br>Sources industry guidelines, procedures and legislation pertaining to the task<br><br>Sources company policy, guidelines and procedures<br><br>Understands scope of industry sector and influences<br><br>Makes decisions within appropriate statutory context and scope of responsibility | Commonwealth and State legislation<br><br>Relevant program standards<br><br>Recording and filing systems<br><br>Duty of care<br><br>Equal Employment Opportunity and anti- | | | |

| Unit and element covered in task | Task No. | Observable behaviours in task | Industry identified risks | Assessor's comments | Indicate if behaviour observed | Date assessed |
|---|---|---|---|---|---|---|
| | | Implements and monitors safe working procedures<br><br>Monitors procedures on hazard and risk management<br><br>Maintains work area, equipment and records<br><br>Participates in WHS consultation<br><br>Manages work practices with culturally diverse clients and staff<br><br>Monitors effectiveness of communication in dealing with culturally diverse persons<br><br>Resolves misunderstandings<br><br>Develops and manages communication strategies<br><br>Communicates effectively with staff<br><br>Facilitates group discussions<br><br>Manages and resolves conflict<br><br>Manages own stress and team stress. | discrimination legislation – sex, race, disability, anti-discrimination, religion, culture<br><br>Communication skills<br><br>Respect for persons<br><br>Cross-cultural awareness<br><br>Client service standards<br><br>WHS and environmental legislation<br><br>Infection control<br><br>Emergency response and evacuation procedures including biological and viral control procedures | | | |

# SECTION E

## Resources for Practical Tasks

You use this section to access any resources required by the candidate to undertake the practical task/s or scenario/s. They are suggested resources only. You may wish to modify or use other resources for the assessment tasks.

Organisations policy and procedure

Work Health and Safety Legislation
Food Safety Standard 3.2.2, Division 4.13, 4:14, 4.15

MSDS

Industry codes and Australian Standards, including ecoCLEAN

# SECTION F

## Third Party Verification

The preferred approach in gaining third party validation is to take the forms in this section to the candidate's previous employers or referees to gain confirmation of the candidate's skills against the required competencies. This would be done during a conversation or interview with these people.

It may be beneficial to make contact with the employers/referees early in the recognition process to make appointments, particularly if you have to travel some distance to visit them. This may be done on the same day as a practical assessment in the workplace if appropriate.

It is recommended that verification be obtained from one or two referees who can confirm the candidate's industry skills in context over time.

# <u>REFEREE TESTIMONIAL</u>

(Date)

To whom it may concern,

RE: _____ skills in/as _____
        *(insert candidate name)*                                 *(insert industry/job title)*

I certify that the above named person has:

worked at _____ for a period of _____ years

regularly undertaken the following activities within the workplace since commencing employment with this organisation:

➔ *Initial those skills/ competencies (below) that the candidate has or can successfully perform in the workplace*

— Accurately assessed health care work site to identify most efficient, effective and safe and secure options for complying with infections risks and infection control;

— Accurately assessed health care work site to identify most efficient, effective and safe and secure options for complying with food safety practices

— Participated effectively in the planning and completion of work orders according to organisational policies and procedures;

— Effectively built and maintained relationships with customers, clients and colleagues through open communication and effective interpersonal skills;

— Conducted tasks in an environmentally conscious manner by collecting and disposing of waste including food appropriately, responding to accidental spillages and emergency situations, and contributing to the organisations procedures for ensuring compliance;

— Conducted tasks in a safety conscious manner by using appropriate signage and safety warnings, collecting and disposing of waste including food appropriately, wearing PPE, complying with WHS legislation, identifying hazards and applying risk control measures, and encouraging participative arrangements within the work team for the management of WHS;

— Effectively report (verbal and oral) any defects and non compliances accurately and in a timely manner using work site communication channels and devices;

— Managed personal stressors, including identifying stress in others;

— Displayed proficiency in the use of strategies to respond effectively to behaviours of concern;

— Utilised knowledge of specialised products to effectively identify and satisfy customer needs.

If you would like any further information or would like to discuss any of the above, I can be contacted on _____

Yours faithfully

**Signature**
**Print Name and Position**

# SECTION G

## Assessment Tables

You use these tables as a reference tool to see at a glance which units/elements of competency are within the qualification.

Question numbers refer to those found in **SECTION C** of this kit.

Practical assessment/scenarios numbers refer to those found in **SECTION D** of this kit.

It is important to note that this section is used for validation purposes only. Any mapping should be done after questions and tasks have been selected.

| Elements | Performance Criteria | Questions | Practical Tasks |
|---|---|---|---|
| **BSBFLM303C Contribute to effective workplace relationships** | | | |
| 1. Seek, receive and communicate information and ideas | 1.1. Collect information associated with the achievement of work responsibilities from appropriate sources | 1 | 1 |
| | 1.2. Communicate ideas and information to diverse audiences in an appropriate and sensitive manner | 1 | 1 |
| | 1.3. Seek contributions from internal and external sources to develop and refine new ideas and approaches in accordance with organisational processes | 1 | 1 |
| | 1.4. Facilitate consultation processes to allow employees to contribute to issues related to their work, and promptly communicate outcomes of consultation to the work team | 1 | 1 |
| | 1.5. Promptly deal with and resolve issues raised, or refer them to relevant personnel | 1 | 1 |
| 2. Encourage trust and confidence | 2.1. Treat people with integrity, respect and empathy | 1 | 1 |
| | 2.2. Encourage effective relationships within the framework of the organisation's social, ethical and business standards | 1 | 1 |
| | 2.3. Gain and maintain the trust and confidence of colleagues, customers and suppliers through competent performance | 1 | 1 |
| | 2.4. Adjust interpersonal styles and methods in relation the to organisation's social and cultural environment | 1 | 1 |
| 3. Identify and use networks and relationships | 3.1. Identify and utilise workplace networks to help build relationships | 2 | 1 |
| | 3.2. Identify and describe the value and benefits of networks and other work relationships for the team and the organisation | 2 | 1 |
| 4. Contribute to positive outcomes | 4.1. Identify difficulties and take action to rectify the situation within own level of responsibility according to organisational and legal requirements | 2 | 1 |
| | 4.2. Support colleagues in resolving work difficulties | 2 | 1 |
| | 4.3. Regularly review workplace outcomes and implement improvements in consultation with relevant personnel | 2 | 1 |
| | 4.4. Identify and resolve poor work performance within own level of responsibility and according to organisational policies | 2 | 1 |
| | 4.5. Deal constructively with conflict, within the organisation's established processes | 2 | 1 |

| Elements | Performance Criteria | | Questions | Practical Tasks |
|---|---|---|---|---|
| **HLTHIR301C Communicate and work effectively in health** | | | | |
| 1. Work ethically | 1.1 | Follow ethical guidelines in decision-making in all work undertaken in the health setting with awareness of potential ethical complexity in own work role | 3 | All tasks |
| | 1.2 | Reflect understanding and compliance with the principles of duty of care and legal responsibilities in all work undertaken | 3, 4 | |
| | 1.3 | Refer any breach or non adherence to standard procedures or adverse event to appropriate personnel | | |
| | 1.4 | Maintain confidentiality of any client matter in line with organisation policy and procedure | 3, 4 | |
| | 1.5 | Show respect for rights and responsibilities of others through considered application of work practices | 3, 4 | |
| | 1.6 | Reflect current working knowledge and understanding of employee and employer rights and responsibilities in all work undertaken | 3, 4 | |
| | 1.7 | Recognise, avoid and/or address any conflict of interest | 3, 4 | |
| | | | 3, 4 | |
| 2. Communicate effectively in a health setting | 2.1 | Develop, review and revise personal skills in communication as an ongoing priority to address organisation standards | 5 | All tasks |
| | 2.2 | Exercise caution in communicating personal information by oral and written means to ensure confidentiality of client and staff matters | 5 | |
| | 2.3 | Routinely apply workplace protocols and procedures in all workplace communication to support accuracy and understanding of information provided and received | 5 | |
| | 2.4 | Recognise individual and cultural differences and make any adjustments needed to facilitate the achievement of identified outcomes | 5 | |
| | 2.5 | Conduct interpersonal communication with clients and colleagues in a manner that enhances a client-centred approach to health care consistent with organisation standards | 5 | |
| | 2.6 | Take appropriate measures to resolve conflict and interpersonal differences in the workplace | 5 | |
| 3. Practise high standards of personal hygiene | 3.1 | Maintain personal hygiene with an understanding of risks associated with contamination and infection in a health setting | 6 | All tasks |
| | 3.2 | Wear personal protective equipment correctly according to organisation requirements | 6 | |
| | 3.3 | Safely dispose of infectious and/or hazardous waste material according to waste management policy and procedures | 6 | |
| | 3.4 | Report or initiate action within own area of responsibility to redress any potential workplace hazards | 6 | |
| 4. Promote a positive approach to health | 4.1 | Clarify components of own role that contribute to maintaining an effective and client-centred approach to health | 7 | All tasks |
| | 4.2 | Promote an approach in which clients are included in shared decision-making as partners in health care where appropriate | 7 | |
| | 4.3 | Contribute to a workplace culture of promoting good health by sharing health information in line with organisation policy | 7 | |
| | 4.4 | Focus on preventing ill health and minimising risk in the workplace | 7 | |
| 5. Maintain professional work standards | 5.1 | Identify relevant organisation policies and procedures relating to awards, standards and legislative requirements of own work role and clarify any uncertainties with appropriate personnel | 7 | All tasks |
| | 5.2 | Contribute to identifying and implementing improved work practices | 7 | |
| | 5.3 | Comply with relevant accreditation standards applying to work undertaken | 7 | |
| | 5.4 | Reflect understanding and focus on achieving organisation goals and objectives in all work undertaken | 7 | |
| | 5.5 | Respond positively to changes to improve work practices and procedures in accordance with organisation requirements | 7 | |
| | 5.6 | Identify and report issues requiring mandatory notification to supervisor and/or appropriate authority | 7 | |

| Elements | Performance Criteria | | Questions | Practical Tasks |
|---|---|---|---|---|
| 6. Work effectively within the health care system | 6.1 | Demonstrate respect for workers from different sectors and levels of the industry | 8 | |
| | 6.2 | Work with awareness of the roles of various organisations in the health care system in Australia | 8 | |
| | 6.3 | Maintain awareness of current issues influencing health care, including health issues for Indigenous Australians | 8 | All tasks |
| 7. Take responsibility for personal skill development | 7.1 | Seek advice from appropriate persons on areas for skills/knowledge development | 8 | |
| | 7.2 | Identify options for accessing relevant skill development opportunities and initiate action in consultation with manager | 8 | All tasks |
| | 7.3 | Undertake designated skill/knowledge development and maintenance activities of the organisation including induction training | 8 | |
| | 7.4 | Identify and prioritise personal work goals in accordance with organisation requirements | 8 | |
| **HLTIN301C Comply with infection control policies and procedures** | | | | |
| 1. Follow infection control guidelines | 1.1 | Demonstrate the application of standard precautions to prevent the spread of infection in accordance with organisation requirements | 9, 10 | 4 |
| | 1.2 | Demonstrate the application of additional precautions when standard precautions alone may not be sufficient to prevent transmission of infection | 9, 10 | 4 |
| | 1.3 | Minimise contamination of materials, equipment and instruments by aerosols and splatter | 9, 10 | 4 |
| 2. Identify and respond to infection risks | 2.1 | Identify *infection risks* and implement an appropriate response within own role and responsibility | 9, 10 | 4 |
| | 2.2 | Document and report activities and tasks that put clients and/or other workers at risk | 9, 10 | 4 |
| | 2.3 | Respond appropriately to situations that pose an infection risk in accordance with the policies and procedures of the organisation | 9, 10 | 4 |
| | 2.4 | Follow *procedures for risk control* and risk containment for specific risks | 9, 10 | 4 |
| | 2.5 | Follow *protocols for care following exposure to blood or other body fluids* as required | 9, 10 | 4 |
| | 2.6 | Place appropriate signs when and where appropriate | 9, 10 | 4 |
| | 2.7 | Remove spills in accordance with the policies and procedures of the organisation | 9, 10 | 4 |
| 3. Maintain personal hygiene | 3.1 | Maintain hand hygiene by washing hands before and after client contact and/or after any activity likely to cause contamination | 9, 10 | 4 |
| | 3.2 | *Follow* handwashing *procedures* | 9, 10 | 4 |
| | 3.3 | Implement *hand care* procedures | 9, 10 | 4 |
| | 3.4 | Cover cuts and abrasions with water-proof dressings and change as necessary | 9, 10 | 4 |
| 4. Use personal protective equipment | 4.1 | Wear personal *protective clothing and equipment* that complies with Australian/New Zealand Standards, and is appropriate for the intended use | 9, 10 | 4 |
| | 4.2 | Change protective clothing and gowns/aprons daily, more frequently if soiled and where appropriate, after each client contact | 9, 10 | 4 |
| 5. Limit contamination | 5.1 | Demarcate and maintain clean and contaminated zones in all aspects of health care work | 9, 10 | 4 |
| | 5.2 | Confine records, materials and medicaments to a well-designated *clean zone* | 9, 10 | 4 |
| | 5.3 | Confine contaminated instruments and equipment to a well-designated *contaminated zone* | 9, 10 | 4 |
| 6. Handle, package, label, store, transport and dispose of clinical and other waste | 6.1 | Wear appropriate personal protective clothing and equipment in accordance with occupational health and safety policies and procedures when handling waste | 9, 10 | 4 |
| | 6.2 | Separate waste at the point where it has been generated and dispose of into waste containers that are colour coded and identified | 9, 10 | 4 |
| | 6.3 | Store clinical or related waste in an area that is accessible only to authorised persons | 9, 10 | 4 |
| | 6.4 | Handle, package, label, store, transport and dispose of waste appropriately to minimise potential for contact with the waste and to reduce the risk to the environment from accidental release | 9, 10 | 4 |
| | 6.5 | Dispose of waste safely in accordance with policies and procedures of the organisation and legislative requirements | 9, 10 | 4 |

| Elements | Performance Criteria | Questions | Practical Tasks |
|---|---|---|---|
| 7. Clean environmental surfaces | 7.1 Wear personal protective clothing and equipment during *cleaning procedures*<br>7.2 Remove all dust, dirt and physical debris from work surfaces<br>7.3 Clean all work surfaces with a neutral detergent and warm water solution before and after each session or when visibly soiled<br>7.4 Decontaminate equipment requiring special processing in accordance with quality management systems to ensure full compliance with cleaning, disinfection and sterilisation protocols<br>7.5 Dry all work surfaces before and after use<br>7.6 Replace surface covers where applicable<br>7.7 Maintain and store cleaning equipment | 9, 10<br>9, 10<br>9, 10<br><br>9, 10<br><br>9, 10<br>9, 10<br>9, 10 | 4<br>4<br>4<br><br>4<br><br>4<br>4<br>4 |

| **HLTWHS200A Participate in WHS processes** | | | |
|---|---|---|---|
| 1. Plan and prepare to work safely | 1.1 Identify *hazards* in the work area, and take action to control risk<br>1.2 Report residual risk according to organisation procedures<br>1.3 Carry out pre-start checks as required according to work procedures | 11<br>11<br>11 | 1<br>1<br>1 |
| 2. Conduct work safely | 2.1 Use personal protective equipment correctly<br>2.2 Follow work procedures and workplace instructions for ensuring safety when planning and conducting work<br>2.3 Report *i*ncidents and injuries to designated personnel in line with work procedures and workplace instructions<br>2.4 Undertake *WHS* housekeeping in work area in line with work procedures and workplace instructions<br>2.5 Identify own levels of stress and fatigue to ensure ability to work safely and sustainably | 11<br>11<br>11<br>11<br>11 | 1<br>1<br>1<br>1<br>1 |
| 3. Participate in WHS consultative activities | 3.1 Contribute to workplace meetings, workplace inspections or other WHS consultative activities<br>3.2 Raise WHS issues with designated personnel according to organisation procedures<br>3.3 Provide input to improve workplace WHS systems and processes, according to organisation procedures, to eliminate hazards or reduce risk | 12<br>12<br>12 | 1<br>1<br>1 |
| 4. Follow emergency response procedures | 4.1 Identify and report emergency situations<br>4.2 Follow organisation procedures for responding to emergencies | 11, 12<br>12 | 1<br>1 |

| **CPPCLO4022A Organise and monitor cleaning operations** | | | |
|---|---|---|---|
| 1. Identify work requirements | 1.1 Work order is reviewed and site is assessed according to *company requirements* to determine work implications, and issues are clarified with appropriate persons**.**<br>1.2 Client needs, expectations and preferences are clarified using interpersonal skills and communication techniques according to company requirements.<br>1.3 Special requirements arising from site characteristics or client requests are identified according to company and occupational health and safety (OHS*)* requirements. | 13<br><br>13<br><br>13 | 2<br><br>2<br><br>2 |
| 2. Analyse resource implications and provide resources. | 2.1 Work order resource requirements and available resources are analysed according to company requirements.<br>2.2 Work schedules are developed and available personnel with recognised competencies are assigned according to OHS and company requirements.<br>2.3 Type and quantity of equipment**,** personal protective equipment (PPE), chemicals and consumables required to fulfil work order are assessed according to company requirements.<br>2.4 Suitable equipment, PPE, chemicals and consumables for the cleaning operation are supplied according to work order, manufacturer specifications, and OHS and company requirements | 13<br>13<br><br>13<br><br>13 | 2<br>2<br><br>2<br><br>2 |
| 3. Communicate and monitor work requirements | 3.1 Work team members are advised of work schedules and responsibilities using communication method*s* according to company requirements.<br>3.2 Work team members' understanding of their tasks and responsibilities is confirmed by using interpersonal skills and communication techniques according to company requirements. | 14<br><br>14 | 2<br><br>2<br>2 |

| Elements | Performance Criteria | Questions | Practical Tasks |
|---|---|---|---|
| | 3.3 Work performance is monitored according to company requirements to ensure compliance with customer needs, expectations and work order. | 14 | |
| | 3.4 Work restrictions affecting completion of work order and changed customer needs, expectations and preferences are identified and work schedules are adjusted according to company requirements | 14 | 2 |
| **LMTGN3005B Plan tasks to assist production operations** | | | |
| 1 Clarify planning requirements | 1.1 Planning requirements are discussed with supervisor and work brief is confirmed.<br>1.2 Timeline, jobs, and work priorities associated with **planning task** are confirmed with supervisor or manager.<br>1.3 Workplace practices and documentation requirements associated with planning task are assessed for relevance.<br>1.4 Key personnel associated with planning task are identified | 15<br>15<br>15<br>15 | 3<br>3<br>3<br>3 |
| 2 Conduct planning task | 2.1 Planning task requirements are communicated to team, section or individuals as required to secure positive input.<br>2.2 Previous and current work practices, organisational guidelines, documentation systems and quality standards are assessed and relevant criteria are applied to planning task.<br>2.3 Planning tools and techniques are used.<br>2.4 Key personnel are consulted during planning activity.<br>2.5 Proposals for plan are developed to meet planning requirements.<br>2.6 Planning proposal is tested with key personnel. | 15<br>15<br><br>15<br>15<br>15<br>15 | 3<br>3<br><br>3<br>3<br>3<br>3 |
| 3 Apply plan | 3.1 Plan is implemented.<br>3.2 Implementation of plan is monitored to assess plan suitability.<br>3.3 WHS practices are integrated into plan.<br>3.4 Improvements to plan are identified and applied. | 15<br>15<br>15<br>15 | 3<br>3<br>3<br>3 |
| 4 Communicate plan to work team, section, individuals | 4.1 All plan information affecting work, including OHS practices and quality standards is explained logically in an easily understood manner to individuals and teams.<br>4.2 Feedback from team, section members and individuals is sought to assist in effective operation of team or section.<br>4.3 Plan and implementation practices are documented. | 15<br>15<br>15 | 3<br>3<br>3 |
| **HLTFS207C Follow basic food safety practices** | | | |
| 1. Maintain food safety while carrying out food handling activities | 1.1 Handle food according to the food safety program<br>1.2 Identify and report processes and practices which are not consistent with the food safety program<br>1.3 Take corrective action, within level of responsibility, and according to the food safety program<br>1.4 Report any corrective action to supervisor, and according to legislative and organisation protocols | 16<br>16<br>16<br>16 | 4<br>4<br>4<br>4 |
| 2. Comply with personal hygiene standards | 2.1 Ensure personal hygiene meets the requirements of the food safety program<br>2.2 Report health conditions and/or illness, as required by the food safety program<br>2.3 Wear appropriate clothing and footwear as required by the food safety program | 17<br>17<br>17 | 4<br>4<br>4 |
| 3. Contribute to the cleanliness of food handling areas, according to the food safety program | 3.1 Maintain the workplace in a clean and tidy order to meet workplace requirements<br>3.2 Comply with workplace measures to prevent pests entering food premises<br>3.3 Identify and report indicators of pest presence | 16<br>16<br>16 | 4<br>4<br>4 |
| 4. Dispose of food according to food safety program | 4.1 Keep food for disposal separate, according to food safety program requirements<br>4.2 Dispose of food according to the food safety program requirements | 17<br>17 | 4<br>4 |

| Elements | Performance Criteria | | Questions | Practical Tasks |
|---|---|---|---|---|
| **HLTHIR403C Work effectively with culturally diverse clients and co-workers** | | | | |
| 1. Reflect cultural awareness in work practice | 1.1 | Demonstrate awareness of culture as a factor in all human behaviour by using culturally appropriate work practices | 18, 19 | All tasks |
| | 1.2 | Use work practices that create a culturally and psychologically safe environment for all persons | 18, 19, 20, 21 | |
| | 1.3 | Review and modify work practices in consultation with persons from diverse cultural backgrounds | 18, 19, 20, 21 | |
| 2. Accept cultural diversity as a basis for effective work place and professional relationships | 2.1 | Show respect for cultural diversity in all communication and interactions with co-workers, colleagues and clients | 18, 19, 20, 21 | All tasks |
| | 2.2 | Use specific *strategies to eliminate bias and discrimination* in the workplace | 18, 19, 20, 21 | |
| | 2.3 | Contribute to the development of work place and professional relationships based on acceptance of cultural diversity | 18, 19, 20, 21 | |
| 3. Communicate effectively with culturally diverse persons | 3.1 | Show respect for cultural diversity in all communication with clients, families, staff and others | 19, 20 | All tasks |
| | 3.2 | Use communication constructively to develop and maintain effective relationships, mutual trust and confidence | 19, 20 | |
| | 3.3 | Where language barriers exist, make efforts to communicate in the most effective way possible | 19, 20 | |
| | 3.4 | Seek assistance from interpreters or other persons as required | 19, 20, 21 | |
| 4. Resolve cross-cultural misunderstandings | 4.1 | Identify issues that may cause conflict | 18, 19, 20, 21 | All tasks |
| | 4.2 | If difficulties or misunderstandings occur, consider the impact of cultural differences | 18, 19, 20, 21 | |
| | 4.3 | Make an effort to sensitively resolve differences, taking account of cultural considerations | 18, 19, 20, 21 | |
| | 4.4 | Address any difficulties with appropriate people and seek assistance when required | 18, 19, 20, 21 | |
| **BSBFLM312C Contribute to team effectiveness** | | | | |
| 1. Contribute to team outcomes | 1.1. | Consult team members to identify team purpose, roles, responsibilities, goals, plans and objectives | 22, 23, 24 | 1 |
| | 1.2. | Support team members to meet expected outcomes | 22, 24 | 1 |
| 2. Support team cohesion | 2.1. | Encourage team members to participate in the planning, decision making and operational aspects of the work team to their level of responsibility | 22, 24 | 1 |
| | 2.2. | Encourage team members to take responsibility for their own work and to assist each other in undertaking required roles and responsibilities | 22, 24, 25, 26 | 1 |
| | 2.3. | Provide feedback to team members to encourage, value and reward team members' efforts and contributions | 25, 26 | 1 |
| | 2.4. | Identify and address issues, concerns and problems identified by team members to relevant persons as required | 27 | |
| 3. Participate in work team | 3.1. | Actively encourage and support team members to participate in team activities and communication processes and to take responsibility for their actions | 25, 26 | 1 |
| | 3.2. | Support the team to identify and resolve problems which impede its performance | 24, 25, 26 | 1 |
| | 3.3. | Utilise own contribution to work team to serve as a role model for others and enhance the organisation's image within the work team, the organisation and with clients/customers | 22, 23 | 1 |
| 4. Communicate with management | 4.1. | Maintain open communication with line manager/management at all times | 27 | 1 |
| | 4.2. | Communicate information from line manager/management to the team | 25, 27 | 1 |
| | 4.3. | Communicate unresolved issues to line manager/management and follow-up to ensure action is taken in response to these matters | 25, 27 | 1 |

| Elements | Performance Criteria | Questions | Practical Tasks |
|---|---|---|---|
| **CHCORG303C Participate effectively in the work environment** | | | |
| 1. Contribute to the effective operation of the workgroup | 1.1 Identify own job responsibilities and their contribution to service delivery<br>1.2 Work within defined job role and responsibilities<br>1.3 Seek assistance and direction and obtain as required<br>1.4 Work in a manner that complements that of others according to policies and rules of workplace practice<br>1.5 Complete activities to standard expected in workplace<br>1.6 Carry out set tasks in a positive and courteous manner<br>1.7 Identify *resources* needed to carry out own work duties<br>1.8 Deal with shortages of resources according to *organisation practices*<br>1.9 Keep work area well organised and safe in accordance with relevant standards/policies | 28<br>28<br>28<br>28<br>28<br>28<br>28<br>28<br>28 | 1<br>1<br>1<br>1<br>1<br>1<br>1<br>1<br>1 |
| 2. Review and develop own work performance | 2.1 Monitor own work according to requirements for job quality and customer service<br>2.2 Plan work activities to achieve individual objectives and organisation expectations<br>2.3 *Report to supervisor* when work requirements are unable to be met<br>2.4 Clearly communicate to supervisor/appropriate person, *need for additional support* to improve performance<br>2.5 Report need for training to supervisor, as required<br>2.6 Undertake training as appropriate<br>2.7 Take opportunities for support and supervision as required | 28<br>28<br>28<br>28<br>28<br>28<br>28 | 1<br>1<br>1<br>1<br>1<br>1<br>1 |
| 3. Work cooperatively with others | 3.1 Use problem solving when necessary so work is completed according to *organisation policies and practices*<br>3.2 Demonstrate respect for individual differences of workers in workplace relationships<br>3.3 Demonstrate understanding and application of the value of cultural differences and diversity when working with others<br>3.4 Identify and show respect for different roles and responsibilities<br>3.5 Behave appropriately in the workplace, in a manner likely to promote cooperation<br>3.6 *Share information with others* in order to complete set activities<br>3.7 Report conflicts in the workplace to supervisor | 28<br>28<br>28<br>28<br>28<br>28<br>28 | 1<br>1<br>1<br>1<br>1<br>1<br>1 |
| 4. Contribute to the development of policies, practices and structures of an organisation | 4.1 Report concerns regarding administrative policies, practices and procedures to supervisor<br>4.2 Report concerns regarding job responsibilities to supervisor<br>4.3 Provide information, ideas and suggestions to supervisor when requested<br>4.4 Participate in staff meetings/working groups, if required | 28<br>28<br>28<br>28 | 1<br>1<br>1<br>1 |
| **BSBINN301A Promote innovation in a team environment** | | | |
| 1. Create opportunities to maximise innovation within the team | 1.1. Evaluate and reflect on what the team needs and wants to achieve<br>1.2. Check out information about current or potential team members' work in the context of developing a more innovative team<br>1.3. Bring people into the team or make suggestions for team members based on what needs to be achieved and the potential for cross-fertilising ideas | 29<br>29, 30<br>29, 30 | 1<br>1<br>1 |
| | 1.4. Acknowledge, respect and discuss the different ways that different people may contribute to building or enhancing the team | 30 | 1 |

| 2. Organise and agree effective ways of working | 2.1. | Jointly establish ground rules for how the team will operate | 30, 31 | 1 |
|---|---|---|---|---|
| | 2.2. | Agree and communicate responsibilities in ways that encourage and reinforce team-based innovation | 30, 31 | 1 |
| | 2.3. | Agree and share tasks and activities to ensure the best use of skills and abilities within the team | 30, 31 | 1 |
| | 2.4. | Plan and schedule activities to allow time for thinking, challenging and collaboration | 30, 31 | 1 |
| | 2.5. | Establish personal reward and stimulation as an integral part of the team's way of working | 30, 31 | 1 |
| 3. Support and guide colleagues | 3.1. | Model *behaviour that supports innovation* | 30 | 1 |
| | 3.2. | Seek external stimuli and ideas to feed into team activities | 30 | 1 |
| | 3.3. | Pro-actively share information, knowledge and experiences with other team members | 30 | 1 |
| | 3.4. | Challenge and test ideas within the team in a positive and collaborative way | 30, 31 | 1 |
| | 3.5. | Pro-actively discuss and explore ideas with other team members on an ongoing basis | 30, 31 | 1 |
| 4. Reflect on how the team is working | 4.1. | De-brief and reflect on activities and on opportunities for improvement and innovation | 31 | 1 |
| | 4.2. | Gather and use feedback from within and outside the team to generate discussion and debate | 31 | 1 |
| | 4.3. | Discuss the challenges of being innovative in a constructive and open way | 31 | 1 |
| | 4.4. | Take ideas for improvement, build them into future activities and communicate key issues to relevant colleagues | 31 | 1 |
| | 4.5. | Identify, promote and celebrate successes and examples of successful innovation | 31 | 1 |

### HLTCSD306D Respond effectively to behaviours of concern

| 1. Plan response | 1.1 | Identify appropriate response to potential instances of behaviours of concern in line with work role and organisation policies and procedures | 32 | 5 |
|---|---|---|---|---|
| | 1.2 | Ensure planned responses to behaviours of concern maximise the availability of other appropriate staff and resources | 32 | 5 |
| | 1.3 | Give priority to safety of self and others in responding to behaviours of concern | 32 | 5 |
| 2. Apply response | 2.1 | Ensure response to instances of behaviours of concern reflect organisation policies and procedures | 32 | 5 |
| | 2.2 | Seek assistance as required | 32 | 5 |
| | 2.3 | Deal with difficult or challenging behaviour promptly, firmly and diplomatically in accordance with organisation policy and procedure | 32 | 5 |
| | 2.4 | Use communication effectively to achieve the desired outcomes in responding to difficult or challenging behaviour | 32 | 5 |
| | 2.5 | *Select* appropriate *strategies* to suit particular instances of difficult or challenging behaviour | 32 | 5 |
| 3. Report and review incidents | 3.1 | Report incidents according to organisation policies and procedures | 33 | 5 |
| | 3.2 | Review incidents with appropriate staff and offer suggestions appropriate to area of responsibility | 33 | 5 |
| | 3.3 | Access and participate in available debriefing mechanisms and associated support and/or development activities | 33 | 5 |
| | 3.4 | Seek advice and assistance from legitimate sources as and when appropriate | 33 | 5 |

### CPPCMN3001B Participate in environmentally sustainable work practices

| 1. Identify current resource use. | 1.1 | Workplace's environment and resource efficiency issues are identified. | 34, 35 | 1 |
|---|---|---|---|---|
| | 1.2 | Resources used in own work role are identified. | 34, 35 | 1 |
| | 1.3 | Current use of resources is measured and documented using appropriate techniques. | 34, 35 | 1 |
| | 1.4 | Workplace environmental hazards are identified and reported to appropriate personnel. | 34, 35 | 1 |
| 2. Comply with environmental regulations. | 2.1 | Procedures are followed to ensure compliance. | 34, 35 | 1 |
| | 2.2 | Breaches or potential breaches are reported to appropriate personnel. | | |

| | | | | 34, 35 | 1 |
|---|---|---|---|---|---|
| 3. Contribute to improvement of resource efficiency**.** | 3.1 | Organisational plans to improve environmental practices and resource efficiency are followed. | | 34, 35 | 1 |
| | 3.2 | Suggestions are made for improvements to workplace practices in own work area. | | 34, 35, 36 | 1 |
| 4. Understand resource efficiency issues and practices**.** | 4.1 | Organisation's policies and procedures regarding environment and resource efficiency issues are understood and communicated succinctly. | | 36, 37 | 1 |
| | 4.2 | Opportunities for improved and sustainable use of resources are identified and communicated as appropriate to customer or workplace supervisor. | | 36, 37 | 1 |
| | 4.3 | Benefits provided by organisation's approach to sustainable resource use and impact on work being performed are identified and communicated clearly and succinctly. | | 36, 37 | 1 |

### BSBWOR404B Develop work priorities

| | | | | | |
|---|---|---|---|---|---|
| 1. Plan and complete own work schedule | 1.1. | Prepare workgroup plans which reflect consideration of resources, client needs and workgroup targets | | 38 | 3 |
| | 1.2. | Analyse and incorporate Work objectives and priorities into personal schedules and responsibilities | | 38 | 3 |
| | 1.3. | Identify factors affecting the achievement of work objectives and establish contingencies and incorporate them into work plans | | 38 | 3 |
| | 1.4. | Efficiently and effectively use bsiness technology to manage and monitor planning completion and scheduling of tasks | | 38 | 3 |
| 2. Monitor own work performance | 2.1. | Identify and analysed personal performance through self-assessment and feedback from others on the achievement of work objectives | | 39 | 3 |
| | 2.2. | Seek and evaluate Feedback on performance from colleagues and clients in the context of individual and group requirements | | 39 | 3 |
| | 2.3. | Routinely identify and report on variations in the quality of service and performance in accordance with organisational requirements | | 39 | 3 |
| 3. Coordinate professional development | 3.1. | Assess personal knowledge and skills against organisational benchmarks to determine development needs and priorities | | 40 | 3 |
| | 3.2. | Research and identify sources and plan for opportunities for improvement in consultation with colleagues | | 40 | 3 |
| | 3.3. | Use Feedback to identify and develop ways to improve competence within available opportunities | | 40 | 3 |
| | 3.4. | Identify, access and complete professional development activities to assist career development | | 40 | 3 |
| | 3.5. | Store and maintain records and documents relating to achievements and assessments in accordance with organisational requirements | | 40 | 3 |

### HLTAMBPD401C Manage personal stressors in the work environment

| | | | | | |
|---|---|---|---|---|---|
| 1. Develop personal stress management plan | 1.1 | Recognise potential causes of stress so that immediate action can be taken to reduce or eliminate the stress | | 41 | |
| | 1.2 | Recognise own response to stress in the workplace | | 41 | |
| | 1.3 | Organise work to minimise stress where possible | | 42 | |
| | 1.4 | Develop a personal stress management plan in consultation with supervisor | | 42 | All tasks |
| | 1.5 | Constantly monitor personal stress levels and evaluate the effectiveness of the stress management plan on an ongoing basis | | 42, 44 | |
| | 1.6 | Take further action to manage stress when necessary | | 42, 44 | |
| 2. Offer support to colleagues | 2.1 | Observe team members and colleagues for signs of stress after incidents and over time | | 43 | |
| | 2.2 | Informally debrief stressful incidents as soon as possible so prompt action can be taken to minimise stress reactions | | 43 | All tasks |
| | 2.3 | Offer constructive support to encourage effective management of personnel stress | | 42, 44 | |
| | 2.4 | Identify need for further stress counselling and encourage prompt action | | 43, 44 | |
| 3. Receive support from colleagues | 3.1 | Recognise own level of stress on an ongoing basis and identify factors affecting stress level so prompt action can be taken to reduce or eliminate the effects of stress | | 41, 42, 44 | |
| | 3.2 | Seek support from colleagues when needed and accept where appropriate | | 42, 44 | All tasks |
| | 3.3 | Recognise need for further stress counselling and promptly seek appropriate counselling | | 41, 42, 444 | |