FOUNDATION SKILLS GUIDE FOR
CHC COMMUNITY SERVICES
AND HLT HEALTH
TRAINING PACKAGE

For Aboriginal and/or Torres Strait Islander primary health care qualifications see separate guide

Release 2.0 October 2015
Contents

Modification History ................................................................................................................. 4
Purpose of this guide .................................................................................................................. 5
What are foundation skills? ....................................................................................................... 7
Australian Core Skills Framework ............................................................................................. 7
Foundation skills in units of competency .................................................................................. 8
  Foundation skills unit of competency summary .................................................................. 8
  Summary of key ACSF skills ................................................................................................. 9
  Summary of key employability skills ..................................................................................... 9
Foundation skills in assessment requirements ......................................................................... 9
Foundation skills in qualifications ............................................................................................ 11
  Foundation skills summary for CHC33015 Certificate III in Individual Support ............. 11
  Summary of key ACSF skills ................................................................................................. 11
  ACSF mapping of core units of competency ...................................................................... 13
  Summary of key employability skills ..................................................................................... 13
Using trigger words ................................................................................................................. 14
The Australian Core Skills Framework ..................................................................................... 16
Determining a learner’s ACSF levels ....................................................................................... 16
  Indicative ACSF assessment ............................................................................................... 16
  Diagnostic ACSF assessment ............................................................................................... 17
  Who carries out ACSF assessments? ................................................................................... 18
Strategies to support the development of foundation skills ..................................................... 19
What vocational trainers can do ............................................................................................... 19
  Scaffold foundation skills ................................................................................................. 19
  Use model texts .................................................................................................................. 20
  Personal word lists ............................................................................................................. 20
  Skimming and scanning ..................................................................................................... 20
  Using a highlighter .............................................................................................................. 21
  Other strategies .................................................................................................................. 21
  Keep connected to a network ............................................................................................. 22
Using the Foundation Skills Training Package ....................................................................... 22
What industry can do ................................................................................................................. 23
  Use clear documents ......................................................................................................... 23
  Use clear instructions ......................................................................................................... 24
  Check out the skills of your trainers ................................................................................... 24
  Encourage a culture of helping out ..................................................................................... 25
Resources ................................................................................................................................. 26
Appendix A ............................................................................................................................... 28
  Units of competency - foundation skills unit summary ...................................................... 28
  CHCADV001 ...................................................................................................................... 28
  CHCADV004 ...................................................................................................................... 28
  CHCAGE001 ...................................................................................................................... 30
  CHCAGE003 ...................................................................................................................... 30
  CHCAGE004 ...................................................................................................................... 31
  CHCAGE005 ...................................................................................................................... 31
  CHCCCS004 ...................................................................................................................... 33
  CHCCCS006 ...................................................................................................................... 33
<table>
<thead>
<tr>
<th>Code</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCCS007</td>
<td>34</td>
</tr>
<tr>
<td>CHCCCS011</td>
<td>34</td>
</tr>
<tr>
<td>CHCCCS015</td>
<td>35</td>
</tr>
<tr>
<td>CHCCCS016</td>
<td>36</td>
</tr>
<tr>
<td>CHCCCS023</td>
<td>36</td>
</tr>
<tr>
<td>CHCCCS025</td>
<td>37</td>
</tr>
<tr>
<td>CHCCOM003</td>
<td>38</td>
</tr>
<tr>
<td>CHCCOM005</td>
<td>38</td>
</tr>
<tr>
<td>CHCCOM006</td>
<td>39</td>
</tr>
<tr>
<td>CHCCSM004</td>
<td>40</td>
</tr>
<tr>
<td>CHCCSM005</td>
<td>40</td>
</tr>
<tr>
<td>CHCCSM006</td>
<td>41</td>
</tr>
<tr>
<td>CHCCSM007</td>
<td>42</td>
</tr>
<tr>
<td>CHCDEV002</td>
<td>43</td>
</tr>
<tr>
<td>CHCDIS001</td>
<td>44</td>
</tr>
<tr>
<td>CHCDIS002</td>
<td>44</td>
</tr>
<tr>
<td>CHCDIS003</td>
<td>45</td>
</tr>
<tr>
<td>CHCDIS005</td>
<td>45</td>
</tr>
<tr>
<td>CHCDIS007</td>
<td>46</td>
</tr>
<tr>
<td>CHCDIS008</td>
<td>46</td>
</tr>
<tr>
<td>CHCDIS009</td>
<td>47</td>
</tr>
<tr>
<td>CHCDIS010</td>
<td>48</td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>49</td>
</tr>
<tr>
<td>CHCDIV003</td>
<td>49</td>
</tr>
<tr>
<td>CHCECE001</td>
<td>50</td>
</tr>
<tr>
<td>CHCECE002</td>
<td>50</td>
</tr>
<tr>
<td>CHCECE003</td>
<td>51</td>
</tr>
<tr>
<td>CHCECE004</td>
<td>51</td>
</tr>
<tr>
<td>CHCECE005</td>
<td>52</td>
</tr>
<tr>
<td>CHCECE007</td>
<td>52</td>
</tr>
<tr>
<td>CHCECE009</td>
<td>52</td>
</tr>
<tr>
<td>CHCECE010</td>
<td>53</td>
</tr>
<tr>
<td>CHCECE011</td>
<td>53</td>
</tr>
<tr>
<td>CHCECE013</td>
<td>54</td>
</tr>
<tr>
<td>CHCHCS001</td>
<td>55</td>
</tr>
<tr>
<td>CHCLEG001</td>
<td>56</td>
</tr>
<tr>
<td>CHCLEG003</td>
<td>56</td>
</tr>
<tr>
<td>CHCMGT005</td>
<td>57</td>
</tr>
<tr>
<td>CHCPAL001</td>
<td>58</td>
</tr>
<tr>
<td>CHCPRP001</td>
<td>59</td>
</tr>
<tr>
<td>CHCPRP003</td>
<td>59</td>
</tr>
<tr>
<td>CHCPRP005</td>
<td>60</td>
</tr>
<tr>
<td>CHCPRT001</td>
<td>61</td>
</tr>
<tr>
<td>CHCSOH002</td>
<td>62</td>
</tr>
<tr>
<td>CHCSOH008</td>
<td>62</td>
</tr>
<tr>
<td>CHCSOH009</td>
<td>63</td>
</tr>
<tr>
<td>CHCSOH011</td>
<td>63</td>
</tr>
<tr>
<td>CHCSOH012</td>
<td>64</td>
</tr>
<tr>
<td>HLTAAP001</td>
<td>65</td>
</tr>
<tr>
<td>HLTAAP003</td>
<td>65</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>66</td>
</tr>
<tr>
<td>HLTAID004</td>
<td>66</td>
</tr>
<tr>
<td>HLTINF004</td>
<td>67</td>
</tr>
<tr>
<td>HLTMMSG001</td>
<td>68</td>
</tr>
<tr>
<td>HLTMMSG002</td>
<td>68</td>
</tr>
<tr>
<td>HLTMMSG003</td>
<td>69</td>
</tr>
<tr>
<td>HLTMMSG004</td>
<td>69</td>
</tr>
<tr>
<td>HLTMMSG005</td>
<td>70</td>
</tr>
<tr>
<td>HLTMMSG006</td>
<td>70</td>
</tr>
<tr>
<td>HLTMMSG008</td>
<td>71</td>
</tr>
</tbody>
</table>
Appendix B

Foundation skills summary for CHC30113 Certificate III in Early Childhood Education and Care...

74

Foundation skills summary for CHC32015 Certificate III in Community Services

77

Foundation skills summary for CHC33015 Certificate III in Individual Support

79

AGEING specialisation

80

DISABILITY specialisation

81

HOME AND COMMUNITY specialisation

83

Foundation skills summary for CHC43015 Certificate IV in Ageing Support

85

Foundation skills summary for CHC43115 Certificate IV in Disability

88

Foundation skills summary for CHC52015 Diploma of Community Services

91

CASE MANAGEMENT specialisation

93

SOCIAL HOUSING specialisation

94

Foundation skills summary for HLT52015 Diploma of Remedial Massage

97
## Modification History

<table>
<thead>
<tr>
<th>Release number</th>
<th>Release date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0</td>
<td>September 2015</td>
<td>This release merges the previous separate <em>Foundation skills guides</em> for children’s and youth services and Aboriginal and Torres Strait Islander health workers</td>
</tr>
<tr>
<td>1.4</td>
<td>January 2015</td>
<td></td>
</tr>
</tbody>
</table>
Purpose of this guide

This Foundation skills guide is one of several guides produced to help with the implementation of the HLT Health and CHC Community Services Training Packages. CHC and HLT units of competency, assessment requirements, qualifications and skill sets can be found on the national register www.training.gov.au.

In addition, the following non-endorsed Training Package components (companion volumes) have been developed:

- The **Implementation guide** is a mandatory requirement for Industry Skills Councils to develop. It is available at [www.cshisc.com.au](http://www.cshisc.com.au) and contains overview information about the entire Training Package, including a list of all units of competency, skills sets and qualifications. It also contains key implementation advice for use by registered training organisations (RTOs).

- Other guides and resources to assist implementation include:
  - A **Learning strategies guide** describes potential strategies for working with a diversity of learners and possible learning strategies.
  - A **Knowledge strategies guide** identifies knowledge requirements of the units of competency, a glossary of terms and provides information about potential resources as well as links to useful information.
  - An **Assessment strategies guide** provides guidance on implementation of the assessment requirements as well as general advice about assessment.
  - This **Foundation skills guide** provides guidance about identifying foundation skills and developing them in students in the context of the sector in which they work.
  - A **Work placement guide** provides guidance on how to set up work placements, the roles and responsibilities of RTOs and industry partners, how to ensure that the placements are good learning experiences for students and are run effectively in organisations.
Feedback and contributions

In time, these companion volumes will provide an opportunity to showcase best practice from RTOs and provide a forum for sharing information and resources. If you have any ideas, resources, case studies or feedback to contribute to the companion volumes, please provide your feedback via the CS&HISC Continuous Improvement Feedback Register. [http://www.cshisc.com.au/connect/continuous-improvement-register/](http://www.cshisc.com.au/connect/continuous-improvement-register/)
What are foundation skills?

Foundation skills is one component of a unit of competency and, according to the 2012 Standards for Training Packages:

‘Foundation skills:

• *describe those language, literacy, numeracy and employability skills that are essential to performance*

• *must be explicit and recognisable within the Training Package. Where foundation skills essential to performance are not explicit in the performance criteria they need to be listed, along with a brief context statement.‘

Foundation skills’ is the term that Australian Government agencies have started to use to cover the Australian Core Skills Framework’s (ACSF) five core skills, plus employability skills as described in the Core Skills for Work framework

**Australian Core Skills Framework**

The ACSF is a national framework that provides a consistent, national approach to identifying the language, literacy and numeracy (LLN) skills required for work, for education and training, and for personal and community interaction. It provides a common language to be able to talk about LLN performance levels of individuals and also about the LLN requirements of jobs and of training programs. The framework covers 5 core skills, at 5 levels. The skills are:

- learning
- reading
- writing
  - oral communication, and
- numeracy.

The ACSF has levels that are numbered from 1 to 5, where 1 is low level performance and 5 is high. There is also a Pre-level 1. Each of the skills and levels are described in detail in the ACSF. Visit [http://www.industry.gov.au/skills/ForTrainingProviders/AustralianCoreSkillsFramework/Pages/DownloadtheFramework.aspx](http://www.industry.gov.au/skills/ForTrainingProviders/AustralianCoreSkillsFramework/Pages/DownloadtheFramework.aspx) to download the framework.
Employability skills are not split into levels and include:

- Planning and organising
- Initiative and enterprise
- Problem solving
- Self-management
- Teamwork
- Technology

**Foundation skills in units of competency**

All job tasks, and all units of competency include foundation skills – almost everything we do at work has something to do with learning, reading, writing, oral communication and numeracy. It might be having a conversation with a client or a colleague, completing an observation record, working to a schedule or reading workplace health and safety information. Almost everything is underpinned by foundation skills.

There are particular foundation skills that apply to particular job tasks and these should always be addressed as part of a vocational training program. Trainers or employers should not assume that learners have those skills, because even if a learner has good reading skills, they may need support to develop the skills to be able to read certain documents, or support to complete a specific report.

Every effort has been made to ensure that foundation skills are explicit in the new units of competency in the HLT Health and CHC Community Services Training Packages, but trainers will still need to take a little time to analyse the units of competency to identify what the foundation skills tasks are.

CS&HISC has undertaken work to identify the foundation skills for a number of units of competency from the CHC and HLT Training Packages. Each summary includes the foundation skill and provides an example of that skill. It has also been given a level against the ACSF (further detail on levels is below). Mapping for CHCCOM005 *Communicate and work in health or community services* is provided below:

**Foundation skills unit of competency summary**

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCOM005</td>
<td>Communicate and work in health or community services</td>
<td>3</td>
<td>2/3</td>
<td>3</td>
<td>4</td>
<td>–</td>
</tr>
</tbody>
</table>
Summary of key ACSF skills

- **Learning** skills to follow communication protocols; work with legal and ethical considerations in relation to communication; follow principles of effective communication; recognise influences on communication; recognise structure, function and interrelationships between different parts of health and community service system; understand the organisation's structure and different models used to support client services

- **Reading** skills to read and interpret documents relating to work role; follow organisation policies and procedures

- **Writing** skills to complete reports to organisation standards, using clear, accurate and objective language; write emails

- **Oral communication** skills to clearly communicate service information; listen to, clarify and respond to requests from colleagues and clients; use appropriate industry terminology; diffuse and resolve conflict situations; report issues and discuss difficulties with supervisor; seek feedback about areas requiring skill and knowledge development; discuss skill development opportunities with supervisor; use communication techniques appropriate to situation, taking into account grammar, speed and pronunciation; interpret non-verbal communication

Summary of key employability skills

- **Teamwork** to work effectively with others

- **Problem solving** skills to identify early signs of complicated or difficult situations

- **Initiative and enterprise** skills to promote and model changes to improved work practice and procedures

- **Planning and organising** skills to work within timeframes

- **Self management** skills to follow confidentiality protocols; exchange communication in a timely manner

- **technology skills** to complete workplace documents and utilise digital media for work

The mapping for a selection of other units of competency is in Appendix A

Foundation skills in assessment requirements

It’s also important to look at the assessment requirements of the unit of competency, along with the performance criteria. The performance evidence and knowledge evidence
in the assessment requirements will usually include some foundation skills that must be assessed.

For example, in the unit **CHCCS015 Provide individualised support**, the performance evidence includes the following.

<table>
<thead>
<tr>
<th>Performance evidence:</th>
<th>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• <strong>used individualised plans</strong> as the basis for the support of 3 individuals</td>
</tr>
</tbody>
</table>

The knowledge evidence can also include foundation skills:

<table>
<thead>
<tr>
<th>Knowledge evidence:</th>
<th>The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• roles and responsibilities of different people and the communication between them</td>
</tr>
<tr>
<td></td>
<td>• legal and ethical requirements and how these are applied in an organisation and individual practice, including:</td>
</tr>
<tr>
<td></td>
<td>• privacy, confidentiality and disclosure</td>
</tr>
<tr>
<td></td>
<td>• mandatory reporting</td>
</tr>
</tbody>
</table>

The individualised plan is a written document so using it will mean reading, confirming details with the individual, discussing the plan, all of which are in the performance criteria.

Candidates need to be able to engage with documents for assessment, or the key information in the organisation’s standards, policies and procedures.
Foundation skills in qualifications
CS&HISC has undertaken work to summarise the foundation skills in the core units of competency of a number of qualifications from the CHC and HLT Training Packages. Each summary includes core skills from the ACSF and employability skills. A summary of the foundation skills in the core units of competency for the Certificate III in Individual Support is provided below:

Foundation skills summary for CHC33015 Certificate III in Individual Support
This qualification reflects the role of workers in the community and/or residential setting who follow an individualised plan to provide person-centred support to people who may require support due to ageing, disability or some other reason. Work involves using discretion and judgement in relation to individual support as well as taking responsibility for own outputs. Workers have a range of factual, technical and procedural knowledge, as well as some theoretical knowledge of the concepts and practices required to provide person-centred support.

The following summary is indicative of the foundation skills identified in the core units of competency of this qualification. The summary includes core skills from the ACSF and employability skills. (Note that the skills of learning and communication overlap between the two sets of skills).

Summary of key ACSF skills
The key ACSF skills included in the core units for this qualification include:

- Learning skills at ACSF level 3 to work within legal and ethical guidelines and organisational policies and procedures; respond to legal and ethical issues; implement basic principles of person-centred care; to understand basic human needs, human development across the lifespan, individual differences, and basic requirements of good health; work within required service delivery models and standards; to identify own social and cultural perspectives and biases; understand cultural competence; identify key areas of diversity and their characteristics; identify potential needs of marginalised groups; to follow manual handling procedures and work instructions; apply control measures to minimise risks; follow standard precautions to minimise spread of infection; use and interpret health terminology; uses scaffolding strategies to build knowledge about basic structure and functions of body systems
• **Reading** skills:
  - at ACSF level 2 to access and follow straight-forward workplace policies and procedures
  - at ACSF level 3 to access and interpret sources of information about legal and ethical requirements related to job role; read and interpret individualised plans; accurately read and interpret medication packaging and dosage instructions; follow policies, procedures and protocols; engage with information about independent living and well being

• **Writing** skills:
  - at ACSF level 2 to maintain checklists and complete familiar, routine documentation with short, simple phrases, according to organisation requirements
  - at ACSF level 3 to complete reports and documentation with sentences and some specialised vocabulary, according to organisation requirements

• **Oral communication** skills:
  - at ACSF level 3 to establish, develop and maintain effective relationships, trust and confidence; use strategies (both verbal and non-verbal) to overcome language barriers; seek assistance from interpreters; use and interpret health terminology about the normal structure, function and location of major body systems; discuss dilemmas; share feedback with others; confirm individualised plan details and aspects of the plan; report risks and issues with care; to promote and encourage participation; promote self-esteem and confidence; report hazards; report indicators of abuse or neglect; report situations beyond scope of own role; seek feedback about areas requiring skill and knowledge development; use communication techniques appropriate to situation, taking into account grammar, speed and pronunciation; interpret non-verbal communication
  - at ACSF level 4 to diffuse and resolve conflict situations

• **Numeracy** skills:
  - at ACSF level 2 to interpret signs and symbols; work within a schedule; interpret diagrams related to body systems
  - at ACSF level 3 to estimate weights for safe manual handling; interpret charts; engage with the individualised plan; interpret medication dosages; measure effectiveness of responses
### ACSF mapping of core units of competency

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCCS015</td>
<td>Provide individualised support</td>
<td>3</td>
<td>3</td>
<td>2/3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CHCCCS023</td>
<td>Support independence and well being</td>
<td>3</td>
<td>3</td>
<td>2/3</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>CHCCOM005</td>
<td>Communicate and work in health or community services</td>
<td>3</td>
<td>2/3</td>
<td>3</td>
<td>4</td>
<td>–</td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>Work with diverse people</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>CHCLEG001</td>
<td>Work legally and ethically</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>HLTAAP001</td>
<td>Recognise healthy body systems</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>HLTWHS002</td>
<td>Follow safe work practices for direct client care</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

### Summary of key employability skills

The key employability skills included in the core units of competency for this qualification include:

- **Teamwork** to work effectively with others
- **Problem solving** skills to identify and report potential risks and aspects of the individualised plan that may need review; identify issues that may cause misunderstandings or difficulties and make an effort to sensitively resolve issues; to identify hazards and risks; identify client-related risk factors or behaviours of concern; recognise dilemmas and conflicts of interest; respond appropriately to legal and ethical issues; to identify signs of abuse and indicators of emotional concerns and issues; to identify early signs of complicated or difficult situations
- **Initiative and enterprise** skills to locate sources of information; research resources to support individuals; recognise when additional infection control measures are required; to identify issues that impact health and well being; promote and facilitate opportunities for participation in activities; support person to
identify and acknowledge their strengths and self-care capacity; assist person to identify opportunities to utilise strengths

- **Planning and organising** skills to consider person's individual needs, stage of life and strengths when engaging in support activities

- **Self management** skills to work with an awareness of own limitations; value diversity; to identify work practice improvements to enhance responsiveness to legal and ethical requirements; to maintain confidentiality and privacy; recognise and respect person's social, cultural and spiritual preferences, which may be different to own

- **Technology** skills to search and access computer based information; complete workplace documents and utilise digital media for work

*Note: employability skills do not have levels.*

Summaries of the Foundation Skills in a number of other qualifications are available in Appendix B

### Using trigger words

What has been highlighted in the previous examples is that there are ‘trigger words’ that can help trainers to locate where the foundation skills are in units of competency and assessment requirements. These trigger words highlight the foundation skills that need to be addressed in a vocational training program. Developing these foundation skills should be an integral part of the vocational training program to ensure that learners develop the appropriate skills for their work.

The following list may assist trainers to locate foundation skills in units of competency.

<table>
<thead>
<tr>
<th>Foundation Skill</th>
<th>Trigger words and phrases at operational levels</th>
<th>Trigger words and phrases at specialist/supervisory/management levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Could be nouns or verbs</td>
<td>Could be nouns or verbs</td>
</tr>
<tr>
<td>Initiative and enterprise</td>
<td>Identify opportunities</td>
<td>Pro-actively</td>
</tr>
<tr>
<td></td>
<td>Make suggestions</td>
<td>Generate ideas</td>
</tr>
<tr>
<td>Learning</td>
<td>Update knowledge</td>
<td>Reflect</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Calculate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Measure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Schedule</td>
<td>Time</td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Oral communication</strong></td>
<td>Discuss</td>
<td>Facilitate</td>
</tr>
<tr>
<td></td>
<td>Liaise</td>
<td>Negotiate</td>
</tr>
<tr>
<td></td>
<td>Check with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feedback</td>
<td></td>
</tr>
<tr>
<td><strong>Planning and organising</strong></td>
<td>Organise</td>
<td>Coordinate</td>
</tr>
<tr>
<td></td>
<td>Prepare</td>
<td>Implement</td>
</tr>
<tr>
<td></td>
<td>Schedule</td>
<td>Plan</td>
</tr>
<tr>
<td></td>
<td>Set up</td>
<td></td>
</tr>
<tr>
<td><strong>Problem solving</strong></td>
<td>Adapt</td>
<td>Evaluate</td>
</tr>
<tr>
<td></td>
<td>Adjust</td>
<td>Monitor</td>
</tr>
<tr>
<td></td>
<td>Challenge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Problem</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Interpret</td>
<td>Analyse</td>
</tr>
<tr>
<td></td>
<td>Information</td>
<td>Research</td>
</tr>
<tr>
<td><strong>Self-management</strong></td>
<td>Monitor own stress levels</td>
<td>Reflect</td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td>Liaise</td>
<td>Motivate</td>
</tr>
<tr>
<td></td>
<td>Discuss</td>
<td>Lead</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>Support team to</td>
</tr>
<tr>
<td></td>
<td>Consult</td>
<td>Provide guidance</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Equipment</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Complete documentation, reports</td>
<td>Draft reports</td>
</tr>
<tr>
<td></td>
<td>Write/written</td>
<td>Document recommendations</td>
</tr>
</tbody>
</table>
The Australian Core Skills Framework

Determining a learner’s ACSF levels
In the examples above CS&HISC has mapped some units of competency and qualifications to the levels in the ACSF. The mapping involved an analysis of the foundation skills tasks included in units of competency, mapped against Foundation skills. This mapping provides the ACSF levels of a competent learner, or someone who has completed the training for that job task, the levels are not meant to be entry levels, or to exclude people from a training program. The levels are to help provide trainers with information about what to aim for in a training program, and to work out what support a learner may need.

The ACSF can be used to determine the foundation skills levels of learners entering training, or at any time during training. Comparing a learner’s ACSF levels before training commences, can highlight whether learners have the ACSF skills to be able to cope with the training, or whether there needs to be support provided, or perhaps a bridging program to build foundation skills before the vocational training begins. Determining an individual’s skill levels requires an assessment, which could be either indicative or diagnostic.

Indicative ACSF assessment
Training providers usually carry out an interview of some sort before a person starts a training program. This usually includes a chat where the person is asked to complete some information about their background in writing. This interaction can provide a trainer or assessor with some indicative information about that person’s LLN skill levels, particularly around oral communication and writing. Sometimes candidates are asked to complete an LLN assessment at this stage, as a way of determining whether they have the skills to be able to commence a particular training program.

Example of an indicative pre-assessment
“We get potential learners to fill out an information form and we have a bit of a chat about their background and their education. We can get a pretty good idea about their reading, writing and oral communication skills in that time. If someone struggles over the form, asks for a lot of help to understand it, or says ‘I forgot my glasses so I need to take it home’, those sort of things work as indicators that there might be an issues with foundation skills, and alert is that we should do a proper check of the candidate’s foundation skills levels before he or she is enrolled in a vocational qualification.”
We just want to be sure that enrolling them in a vocational qualification is the right thing to do. We don't want to enrol people who won't be able to cope and then they end up failing – that would be awful. So if we have doubts about someone's foundation skills levels, we refer them for a diagnostic ACSF assessment'.

Trien, RTO manager

Often this initial contact provides enough detail for an assessor to be able to feel confident that the candidate has the LLN skills required to commence a training program. Sometimes it flags concern that the candidate may not have the skills and if this is the case, the assessor should refer the candidate for a more detailed, diagnostic ACSF assessment.

Diagnostic ACSF assessment

Diagnostic ACSF assessments are usually carried out by LLN practitioners with experience using the ACSF and making judgements against it. Diagnostic assessments could cover each of the five skills, or they may assess one or two skills in depth. There are ACSF assessment tools that are available for vocational trainers and assessors to use, but if trainers are not experienced in using the ACSF they should seek advice about their judgements from an experienced practitioner.

Example of diagnostic ACSF assessment

Rosita was very keen to enrol in the CHC33015 Certificate III in Individual Support. She was very hesitant to fill in the information form at the RTO and what she did fill in had a few mistakes, so the RTO referred her for an ACSF diagnostic assessment.

Jenni, the ACSF assessor, put her at ease immediately, explaining that the assessment was really about working out how she could be best supported through her training. It wasn't a test. They chatted for a while about Rosita's interests and her educational background, and Jenni asked her to fill out a self-assessment to identify where she thought her skills were at. Jenni suspected she had quite low self-esteem and was very concerned that she couldn't complete the forms in the right way. She reassured Rosita that it was ok, and that it was ok to ask for help if she felt like she needed it.

After identifying that Rosita really liked cooking, Jenni located a low level reading and writing task from her bank of 45 assessment tasks, thinking that Rosita would be
comfortable with the task. After completing the task with a little support, Jenni located another that included numeracy tasks based on a recipe. Lastly Jenni chose a task that included a procedural text about manual handling – knowing that the text would be quite unfamiliar, but she wanted to see if Rosita had the skills to be able to access key information.

After Rosita had completed four tasks they had a lengthy chat, Jenni had collected enough information to be able to complete a profile of Rosita’s core skills. Jenni explained that she’d write up a summary and forward it to both Rosita and the RTO.

The short report concluded that in comparison to the Foundation Skills Summary for the qualification CHC33015 Certificate III in Individual Support Rosita’s performance identified a skills gap in writing and numeracy of one level. Jenni concluded that Rosita would be able to manage the training program, but she would need some assistance to build her writing and numeracy skills. Her report suggested various strategies that the vocational trainer could use to help build the appropriate skills, as well as identifying some specific learning activities.

Who carries out ACSF assessments?
Ideally anyone who carries out assessments in the VET sector would have the Assessor Skill Set from the Training and Education Training Package. There are no regulations or standards to identify who can carry out either indicative or diagnostic ACSF assessments. People with little or no knowledge of the ACSF could carry out an indicative assessment, with some guidance about how to make a candidate comfortable and about good practice in assessment.

To carry out a diagnostic ACSF assessment, the assessor would need to have considerable knowledge of the ACSF. Again there are no standards that determine how that knowledge is defined, but being competent in the relevant Training and Education TAE units of competency would be a recommended minimum.

The foundation skills focussed qualifications added to the TAE10 Training and Education Training Package would also provide suitable skills and knowledge to conduct diagnostic ACSF assessments. Those qualifications are:

- TAE70111 - Vocational Graduate Certificate in Adult Language, Literacy and Numeracy
Anyone involved with work that involves judgements against the ACSF should be involved in validation sessions to ensure that their assessment of levels matches the benchmark. It’s very easy for practitioners who work with the ACSF to become isolated and end up misjudging levels. Accurate professional judgements are validated through agreement with experienced practitioners, and even experienced practitioners need to participate in validation to ensure consistent judgement of levels.

At this stage there are no rules or standards identified for validation of work around the ACSF, but without validation, a practitioner’s levels could move away from the benchmark and be of no use in a diagnostic process.

**Strategies to support the development of foundation skills**

Some learners will present to start training with foundation skill levels that are more than one ACSF level lower than what’s required of a competent learner. Whether they can be supported to develop skills across more than one level will really depend on which skill or skills need to be developed, on the length of the training program, the size of the group and the skills of the trainer. Sometimes it would be more appropriate to refer the learner to a preparatory program where s/he could develop some underpinning skills that could lead on to a vocational training program.

It should be noted that the key employability skills also identified in the qualification mapping documents do not have assigned levels in the same way that the ACSF does.

Often pre-assessments will identify small gaps in foundation skills that can be addressed in a vocational program.

**What vocational trainers can do**

There are a range of strategies that trainers can use to encourage the development of foundation skills appropriate for the job task, including:

**Scaffold foundation skills**

Many workplace tasks involve lots of steps and experienced workers carry out the tasks without really paying attention to the steps involved. Breaking tasks down into steps that
build up to the completion of a task is often used and it can work well for developing foundation skills.

For example, when you read text that is organised into a table, you would usually read the headings across the top and then the headings on the left at the side. This process helps you to work out what the information in the grid is all about. If you are familiar with the form, you would use these sorts of strategies automatically. But if learners are seeing a workplace form for the first time, make sure that you explain to learners the purpose of the form, how it works and what it shows.

**Use model texts**

No matter what the form is about, having opportunities to practise filling it out is important. Providing model texts or samples of completed forms to use as a reference will also assist the learner. These completed forms can provide a bank of terms and phrases that the learner can draw on.

**Personal word lists**

Personal word lists or references can also be very helpful for learners, and again, they could be kept in a personal reference file. The focus of the word list will depend on what skills the learner needs to develop – it could be a list of correctly spelled words, a vocational word list with a photo of what the word means in a particular context, or typical phrases to fill out commonly used workplace forms. Word lists are helpful for all students, regardless of their reading and writing skills when new terminology is being introduced, for example anatomical terms or names of commonly prescribed medications.

**Skimming and scanning**

Workplace documents are often quite complex and it’s useful to have strategies to help learners access such documents. Skimming and scanning is one option. When introducing a new document, give learners a couple of minutes and then ask what they think the purpose of the document is. Who would the target audience be? You can pick up a lot from just understanding who the document is for.

**Example of skimming and scanning**

‘I work with a group of learners training to be allied health assistants. It’s very important that they understand their roles and are clear about their relationship with allied health professionals. The scope of work and importance of supervision by an allied health professional is crucial. There are a number of documents that have been produced by regulators and by professional associations that outline the tasks and boundaries. Some
of the documents are quite technical and legalistic in the way they are written.

‘I start with a session where I talk about the document, and then I get learners to take a look at it for themselves. I get them to have a good look at the cover and the contents page or main headings. The main headings give an overview of what the document is about and how it’s organised. The sub-headings indicate what the detail in the document is about.

‘Then I ask learners to ‘skim’ through the document to see how it’s laid out – to have a quick look through to see how the document is structured. I encourage them to look at the visuals, look at the headings and connections between parts. Understanding how the document is set up can help learners to access the information they need.

‘Once learners understand the structure, I give them some activities that get them to develop their skimming and scanning skills. For example, ask them to read the first sentence in every paragraph of a section, and give a summary of what the section is about. Or find the information about something specific, so that they have to quickly scan through the document for specific words to locate information that they can read in detail.’

Peter, allied health trainer

Using a highlighter

Getting learners to highlight words as they read is also a good strategy. It’s a simple way to get connected to a text and start to understand the meaning.

‘We use buddies to work with people who don’t quite have the foundation skills needed to carry out their job. When we realise what’s happening, we don’t make a big deal about it, but reinforce that everyone needs to develop their foundation skills at some stage in their working life. Managers included! Then we ask an appropriate person to buddy up with the worker to be there to help fill out forms or read particular documents. We’ve done a little bit of training with the buddies on how to support a worker with low level skills, and they are generally really supportive and helpful, and it helps us to get our work done!

‘Often what happens is that the worker with the low level skills decides that they’d like to do some sort of formal training in developing foundation skills, and we have an RTO that we work with who can assist.’

Jean, Manager, aged care facility

Other strategies

Further strategies for developing foundation skills are presented here as case study
examples, to highlight different approaches that can work in different contexts. Not every strategy will work for every trainer or learner, but the examples are presented as ideas for trainers to use.

**Keep connected to a network**
Supporting learners to develop foundation skills can be tough going. Keeping in touch with other trainers who deal with similar issues can be really helpful to share ideas and experiences, and also to know that you’re not alone. Put some time into investigating the networks available to you – they may be formal or informal, within or across RTOs.

**Using the Foundation Skills Training Package**
The Foundation Skills Training Package includes:

- a bank of foundation skills units of competency that are designed to be used in conjunction with vocational qualifications at all Australian Qualifications Framework (AQF) levels to support the achievement of vocational competency, and
- 3 preparatory qualifications at AQF levels I and II to support vocational pathways.

The bank of units of competency is aligned to the 5 ACSF skills (learning, reading, writing, oral communication and numeracy) as well as digital literacy. The units of competency support the development of foundation skills for work and can be imported into a vocational qualification to include the development of specific skills for a job, for example, there are writing units of competency at each of the levels from pre-level 1 through to level 5 to help develop skills at appropriate levels.

Foundation skills are often an integral part of a vocational task, and sometimes learners need to develop foundation skills so they can carry out vocational tasks effectively. It could be that a learner needs to develop skills to read tables, charts, diagrams and graphic information for their work as an assistant in nursing. You could import unit/s of competency that cover those skills into a qualification and contextualise the training to suit a particular workplace, utilising tables, charts and diagrams from that workplace. That way, the learners will complete qualifications that are targeted to their needs, and the needs of the job role and the workplace.

Units of competency from the Foundation Skills Training Package could also be used to target skills gaps identified through pre-training assessments. For example, if a candidate’s pre-training ACSF assessment shows a gap in writing skills at ACSF level 3,
then targeted units of competency from the Foundation Skills Training Package could be chosen as the focus of the gap training, so that a person could learn how to write routine and formal workplace texts.

Where a large gap exists between the ACSF levels necessary of the learner and the levels performed in a pre-training assessment, the preparatory qualifications from the Foundation Skills Training Package may be appropriate. They are:

- The Certificate I in Access to vocational pathways
- The Certificate I in Vocational preparation and pathways
- Certificate II in Preparation for work and vocational pathways

Each of these preparatory qualifications can be contextualised for a particular work context to ensure that the learner builds the specific foundation skills for the job role. Vocational units of competency could be imported into these foundation skills qualifications.

There really is a mix and match between vocational qualifications and Foundation Skills qualifications, to suit the needs of learners.

**What industry can do**

Workplaces can also assist workers with low level foundation skills to do their jobs effectively.

**Use clear documents**

Think about the documents that are used in your workplace – are they straight-forward and easy to understand? Could they be improved to be easier to understand and use? Mistakes often happen on forms that are difficult to understand and making them easier to access can assist workers to fill them out correctly. This can save time and money in a workplace, because it cuts out the need for rework.

It’s surprising how often workplace documents just get used and reused and no-one takes the time to think about how they could be improved. Often simple improvements can assist workers to be more efficient.

Do the documents in your workplace use Plain English? Plain English focuses on a message and communicates the message simply and clearly. It is not about ‘dumbing down’ documents, or being overly simplistic – even complex documents can be written in
a way that is clear, straight-forward and uncluttered.

Documents written in Plain English are developed from the reader's point of view. Look over your workplace forms and think about whether they are written with the reader in mind.

Do the documents:

- Put the reader first?
- Have clear headings?
- Divide text into small chunks?
- Prioritise information?
- Use words that are easy to understand?
- Use short sentences and paragraphs?
- Avoid jargon?
- Use examples, diagrams and graphics where helpful?

Take some time to think about whether the documents in your workplace could be made clearer, or easier to understand.

**Use clear instructions**

It’s also useful to think about the words that you use when talking to staff. Do the words you use really communicate clear messages? It is very common in workplaces to hear people use words in a ‘roundabout way’. For example, people use phrases like ‘she’ll be right’, or ‘given up the ghost’, or ‘get the work squared away’. Some people grew up with euphemisms and colloquialisms like this and understand the real meaning behind them, but many people are just simply confused by them.

**Check out the skills of your trainers**

When employing trainers to carry out training at your workplace, make sure you ask about the trainers skills in dealing with workers who have low level foundation skills. As an employer, you have a right to know. Ask what strategies trainers would use to develop the foundation skills. If the training incorporates reading frameworks or policies, or completing documents, ensure the training incorporates documents specific to your workplace.

Employers invest in training so that people can carry out work effectively— make sure that the trainer you employ has the right skills to do that.

Trainers might have formal qualifications from the higher education sector to support
adults to build appropriate foundation skills, or they may have units of competency or qualifications from the TAE10 Training and Education Training Package, such as:

- **TAELLN411** - Address adult language, literacy and numeracy skills (which introduces the concepts of working with the ACSF)
- **TAELLN501B** Support the development of adult language, literacy and numeracy skills (which advances skills in working with the ACSF)

The LLN focussed qualifications in the TAE10 Training and Education Training Package would also provide suitable skills and knowledge to carry out specialist LLN support for learners. The qualifications are:

- **TAE70111** - Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice
- **TAE80213** - Graduate Diploma of Adult Language, Literacy and Numeracy Leadership

There is also a skill set for trainers to address foundation skills in vocational practice. For further information, go to [www.ibsa.org.au](http://www.ibsa.org.au)

Employers could also ask for referees to talk about how particular trainers deal with supporting workers to develop foundation skills during training. Ultimately, employers should feel confident in their choice of trainer to carry out quality training for their workers.

**Encourage a culture of helping out**

Everyone at some time in their working life will need to develop foundation skills for their job. Taking on a new work role almost always means taking on new tasks. For example, working with different people or organisations can require workers to learn a new way of communicating. Working with new technologies or software can require learning about new menus, tools and products.

It’s not just people with low level foundation skills that need to develop new skills – everyone does at some time. Encouraging a culture where workers feel that ‘we’re all in this together’ can help to overcome the stigma of having low level skills and reinforce that it’s ok to ask for help.
Resources

CS&HISC Foundation Skills videos
A series of six videos, designed to provide information to trainers, assessors and employers about foundation skills. Go to: http://vimeo.com/cshisc

Australian Core Skills Framework
Copies of the ACSF are available from the link below.

Background
ibsa.org.au/landingpage/building-strong-foundations

What are the skills of my learners?
ideasthatwork.com.au/what-works-for-lln

LLN Skills to participate successfully in training and assessment
www.skillsdmc.com.au/shop/foundation_skills_resources Diggin’ In [Incl Trigger words] and Foundation Skills Assessment kit

Support resources
Literacy Face to Face
http://siandvassupport.sydneyinstitute.wikispaces.net/file/view/Literacy+Face+to+Face.pdf

LiteracyNet
www.industry.gov.au/skills/ForTrainingProviders/LiteracyNet/Pages/default.aspx

Foundation Skills Training Package
www.ibsa.org.au/volume/introduction
**ACSF assessment tasks**
Precision Consultancy has developed a bank of ACSF assessment tasks that can be used across several industry areas. Go to: [www.precisionconsultancy.com.au/acs_framework](http://www.precisionconsultancy.com.au/acs_framework) and scroll down to see a table with tasks to download free of charge.
### Appendix A

#### Units of competency - foundation skills unit summary

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCADV001</td>
<td>Facilitate the interests and rights of clients</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>–</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to assess client’s ability to advocate for self; obtain feedback and identify opportunities for improvement to own work; understand what constitutes discrimination; understand the relevance of child protection across all health and community services contexts
- **Reading** skills to access information about human rights, human rights frameworks, approaches and instruments
- **Writing** skills to communicate with others
- **Oral communication** skills:
  - at ACSF Level 3 to discuss rights and responsibilities with client, assist client to identify their own rights and responsibilities and preferred options; contact individuals or organisations to represent clients; consult with supervisor and other support workers about client’s interests, rights and needs; discuss organisation and legal complaints
  - at ACSF Level 4 to negotiate, advocate and mediate

**Summary of key employability skills**

- **Teamwork** to collaborate with others about client’s interests and rights
- **Problem solving** skills to identify when rights are infringed or not met; identify common risks and barriers
- **Initiative and enterprise** skills to initiate strategies for addressing client rights and needs; support and encourage clients; research information about client rights and responsibilities
- **Planning and organising** skills to assist client to lodge a complaint
- **Self management** skills to work within confidentiality guidelines; work in line with legal, organisational and duty of care requirements
- **Technology skills** to carry out internet-based research

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCADV004</td>
<td>Represent organisation in a court or tribunal</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4/5</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to represent an organisation in court or at tribunal; assess cases and determine whether the organisation can lodge an application for hearing; work within processes and structure of the Australian legal system
- **Reading** skills to engage with court or tribunal preparation procedures; engage with relevant legislation, policies and organisational procedures
- **Writing** skills to prepare paperwork relevant to court appearance; prepare reports and updates accurately; document nuisance and annoyance claims; make referrals
- **Oral communication** skills:
  - at ACSF level 4 to negotiate with client; liaise with and brief solicitor; answer questions and articulate facts clearly, concisely, confidently and accurately; debrief with colleagues, supervisor and solicitor
  - at ACSF Level 5 to maintain effective negotiations with client and solicitor throughout court appearance; negotiate to attempt resolution prior to a hearing
- **Numeracy** skills to work within set timeframes and time limits

**Summary of key employability skills**
- **Problem solving** skills to attempt resolution prior to hearing
- **Initiative and enterprise** skills to negotiate with client
- **Planning and organising** skills to deliver relevant and appropriate legal notices with adequate time allowed prior to court appearance; notify stakeholders of any intention to withdraw, adjourn or relist case
- **Self management** skills to observe appropriate court dress, grooming and etiquette codes
- **Technology skills** to produce records and reports; communicate electronically
<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCAGE001</td>
<td>Facilitate the empowerment of older people</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**
- **Learning** skills to work within organisational policies, protocols and guidelines; understand legal and ethical considerations for working with older people; understand key issues facing older people and implications for work in the aged care sector
- **Reading** skills to access information about the structure and profile of the aged care sector; access information about issues facing older people
- **Writing** skills to report abuse (as required by organisational requirements, with assistance)
- **Oral communication** skills to maintain positive and respectful relationships; to discuss services to empower the older person; support older person to express their own identity and preferences; report signs of abuse or neglect; discuss risks and potential risks associated with ageing

**Summary of key employability skills**
- **Teamwork** to share information with other carers
- **Problem solving** skills to recognise signs of financial, physical or emotional abuse or neglect; identify and utilise aids and modifications to assist with independent living
- **Initiative and enterprise** skills to promote empowerment along with trust and goodwill; work with older people to identify physical and social enablers; encourage engagement with living activities; identify opportunities that maximise engagement and promote a healthy lifestyle
- **Planning and organising** skills to deliver services ensuring that older person’s rights are upheld; adjust services to meet specific needs
- **Self management** skills to recognise and respect older people’s social and cultural differences; maintain confidentiality; not impose own values and attitudes
- **Technology skills** to carry out internet/intranet based searches

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCAGE003</td>
<td>Coordinate services for older people</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**
- **Learning** skills to work with older person to identify their needs, goals and preferences; work within organisational guidelines; support older person to achieve goals; understand principles and practices of case management; understand role and function of various relevant health professionals
- **Reading** skills to engage with the individualised plan
- **Writing** skills to make updates to the individualised plan
- **Oral communication** skills to coordinate aspects of the individualised plan; outline to and clarify service provider’s understanding of the individualised plan
- **Numeracy** skills to work within timeframes and documented aspects of the individualised plan

**Summary of key employability skills**
- **Problem solving** skills to recognise signs of financial, physical or emotional abuse or neglect; recognise when a service or support worker is no longer able to provide required level of service and take action;
- **Initiative and enterprise** skills to understand manifestations and presentations of common health problems associated with ageing
- **Planning and organising** skills to coordinate services and support activities; access resources
- **Technology skills** to carry out straight-forward internet/intranet research
### CHCAGE004
**Implement interventions with older people at risk**

<table>
<thead>
<tr>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>2/3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Summary of key ACSF skills
- **Learning** skills to work within appropriate legal and ethical considerations for working in aged care; assist with preparation for a risk assessment
- **Reading** skills to access information relevant to role; access information about major risk areas for an ageing population
- **Writing** skills to accurately complete and maintain reports and documentation, according to organisational policy and protocols:
  - at ACSF Level 2 to maintain checklists and complete familiar, routine documentation with short, simple phrases, according to organisational requirements
  - at ACSF Level 3 to complete reports and documentation with sentences and some specialised vocabulary, according to organisational requirements
- **Oral communication** skills to confirm assessment requirements with supervisor; support and encourage older person; interact with carer; clarify own role, responsibilities and accountabilities to older person and carer; explain assessment process to older person and carer, including results; seek permission and cooperation; discuss feedback from older person with supervisor
- **Numeracy** skills to use standardised tools for risk assessment; read and interpret medicine dosages; interpret and address dehydration and malnutrition; complete accurate records

#### Summary of key employability skills
- **Teamwork** to work effectively with others
- **Problem solving** skills to use support of carers to identify risks; recognise risks based on medical history, measurements and findings; identify indicators of increased risks; understand tensions that may exist between an individual’s rights and the organisation’s responsibilities to individuals
- **Initiative and enterprise** skills to encourage participation; use appropriate tools and methodologies
- **Planning and organising** skills to manage and monitor strategies and risks; provide information to the older person about the assessment process
- **Self management** skills to maintain privacy; work within work role boundaries
- **Technology skills** to complete simple electronic documents

### CHCAGE005
**Provide support to people living with dementia**

<table>
<thead>
<tr>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2/3</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Summary of key ACSF skills
- **Learning** skills to identify dementia as a progressive neurological condition, including pathological features; identify principles of person-centred approach to support
- **Reading** skills to access information about dementia
- **Writing** skills to complete and maintain records and documentation according to organisational protocols:
  - at ACSF Level 2 to maintain checklists and complete familiar, routine documentation with short, simple phrases, according to organisational requirements
  - at ACSF Level 3 to complete reports and documentation with sentences and some specialised vocabulary, according to organisational requirements
- **Oral communication** skills to utilise verbal and non-verbal strategies to engage with and support person living with dementia; gain cooperation; provide reassurance; support and guide family, carers and relevant others
- **Numeracy** skills to work within appropriate timeframes

#### Summary of key employability skills
• **Teamwork** to contribute to discussions about support planning and review

• **Problem solving** skills to identify common indicators and symptoms of dementia; identify behaviours of concern and potential triggers; take action to minimise likelihood of, and reduce impact of, behaviours of concern; recognise signs of physical, financial or emotional abuse

• **Initiative and enterprise** skills to identify the progression of dementia and potential impact on the person with dementia, their family and relevant others; use validation strategies to relieve distress and agitation

• **Planning and organising** skills to understand relevant activities that enhance self-esteem and pleasure in the person’s life; organise activities to maintain independence; organise activities that acknowledge cultural likes and dislikes

• **Self management** skills to monitor own stress levels in relation to working with people with dementia; use appropriate self-care strategies and seek support where required

• **Technology skills** to carry out internet/intranet based research relating to dementia and the different manifestations of dementia
<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCS004</td>
<td>Assess co-existing needs</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

### Summary of key ACSF skills

- **Learning** skills to assess people with co-existing needs; use analytical and critical thinking skills; evaluate issues of urgency and eligibility; consider service delivery and referral options from a strengths-based perspective; evaluate internal capability and other service networks to determine best fit for the person; work with consideration of legal and ethical requirements
- **Reading** skills to engage with information about different types of assessments and assessment processes, and the nature and impact of multi-faceted needs and issues affecting client groups;
- **Writing** skills to prepare assessment tools in line with organisational policies and procedures; document outcomes of assessment process; contribute to individualised plans
- **Oral communication** skills to gather information about the person; seek information from specialists and other sources about issues that may be affecting the person; seek feedback about the assessment process; provide information about the assessment process to the person; gain consent to carry out the assessment;
- **Numeracy** skills to carry out tasks included in the assessment process

### Summary of key employability skills

- **Problem solving** skills to assess potential risk factors for service delivery; identify and analyse complex, multiple and interrelated issues
- **Initiative and enterprise** skills to identify existing assessment tools; analyse person’s needs; seek assistance as required, with consent, provide information to other services; use feedback and own evaluations as a basis for improving processes
- **Planning and organising** skills to prepare for the assessment
- **Self management** skills to maintain confidentiality
- **Technology skills** to maintain and store documentation; research networks and specialist services; operate equipment and resources relevant to person’s needs

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCS006</td>
<td>Facilitate individual service planning and delivery</td>
<td>3</td>
<td>3</td>
<td>3/4</td>
<td>3/4</td>
<td>3</td>
</tr>
</tbody>
</table>

### Summary of key ACSF skills

- **Learning** skills to understand the roles and responsibilities of different people in the planning process; recognise and respect multi-faceted needs of individual; work within strengths-based planning processes; understand features and modes of service delivery; follow process requirements of service planning tools
- **Reading** skills to access information about human development across the lifespan; access the individualised plan
- **Writing** skills:
  - at ACSF Level 3, to record planning activities and decisions made; report issues with quality of service; maintain and update documentation including using sentences, short paragraphs and some specialised vocabulary
  - at ACSF Level 4, to prepare a range of different types of texts (reports, notes about discussions, procedures) with integrated information and ideas in a structure appropriate to the audience
- **Oral communication** skills
  - at ACSF level 3 to develop and maintain trust and good will; provide clear and current information about service delivery; liaise with the assessor of the person’s requirements prior to planning; confirm aspects of the individualised plan; report issues with quality of service
  - at ACSF Level 4 to manage any conflict or differences about the planned services; consult with relevant people to assess the quality of, and satisfaction with, the service; support person’s self-determination in making adjustments to the plan
- **Numeracy** skills to coordinate activities according to a schedule, address aspects of individualised plan

**Summary of key employability skills**
- **Teamwork** skills to collaborate with other service providers
- **Problem solving** skills to support decision-making; consider and minimise risks; contribute to continuous improvement processes; conduct a risk assessment specific to the person’s circumstances; identify areas for improvement
- **Initiative and enterprise** skills to support the interests and rights of person; respects person’s perspectives and foster strengths and capacities
- **Planning and organising** skills to determine person’s readiness for the development of an individualised plan and select most appropriate service option; determine who needs to be included in the planning process and organise practicalities; collate and prepare information and distribute to relevant stakeholders
- **Self management** skills to maintain privacy and confidentiality;
- **Technology skills** to prepare and maintain computer based reports and documents

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCCS007</td>
<td>Develop and implement service programs</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**
- **Learning** skills to plan programs utilising planning principles and processes; investigate needs of specific service user groups and individuals as the basis for service provision; evaluate broad organisation context and its impact on service delivery; develop supporting systems and procedures; develop and integrate service evaluation methods; facilitate provision of training to support; monitor service delivery against agreed objectives
- **Reading** skills to engage with information related to service delivery
- **Writing** skills to develop plans for consumer participation and engagement; develop procedures; maintain relevant program and service delivery documentation
- **Oral communication** skills to interact and consult with individuals and groups; collaborate with services and networks; engage with internal and external stakeholders to develop plan; make formal arrangements with people accessing programs; communicate roles and responsibilities to relevant stakeholders; seek feedback
- **Numeracy** skills to determine financial, human and physical resources; plan timelines; monitor budgets

**Summary of key employability skills**
- **Problem solving** skills to recognise barriers to communication and develop mechanisms to overcome; identify and address problems in addressing the needs of service users; modify programs to meet changing policy and budget requirements
- **Initiative and enterprise** skills to analyse service needs of individuals and groups; seek and evaluate feedback from users
- **Planning and organising** skills to consider individual differences, rights, needs and preferences in the planning process; integrate internal and external processes as required
- **Technology skills** to produce electronic documents and reports

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCCS011</td>
<td>Meet personal support needs</td>
<td>3</td>
<td>2</td>
<td>2/3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**
- **Learning** skills to consider the impact of provision of personal support on the person
- **Reading** skills to review individualised plan
- **Writing** skills to document observations, complete reports to organisational standards:
  - at ACSF Level 2 to maintain checklists and complete familiar, routine documentation with short, simple phrases, according to organisational requirements
- at ACSF Level 3 to complete reports and documentation with sentences and some specialised vocabulary, according to organisational requirements

- **Oral communication** skills to confirm requirements outlined in individualised plan with supervisor; discuss and confirm person’s preferences for personal support; provide information about the personal support to the person; report complex problems to supervisor

- **Numeracy** skills to estimate weights for safe manual handling

**Summary of key employability skills**

- **Problem solving** skills to identify risks associated with the provision of support; consider person’s level of participation in meeting support needs; respond to routine difficulties in providing personal support

- **Initiative and enterprise** skills to identify changes in the person’s health or personal support requirements

- **Planning and organising** skills to consider physical and sensory needs of the person, consider cultural needs of the person; provide information to the person to assist them in meeting their personal needs; prepare for each task and adjust any equipment, aids and appliances

- **Self management** skills to maintain confidentiality and privacy

- **Technology skills** to utilise support aids and equipment; complete simple computer-based reports

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCCS015</td>
<td>Provide individualised support</td>
<td>3</td>
<td>3</td>
<td>2/3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

The key foundation skills included in the core units for this qualification include:

- **Learning** skills to implement basic principles of person-centred care; work within established guidelines for roles and responsibilities of those involved in providing support; work within legal and ethical requirements as applied in an organisation and for individual practice

- **Reading** skills to read and interpret individualised plans; read medicine labels; follow policies, procedures and protocols

- **Writing** skills:
  1. at ACSF Level 2 to maintain checklists and complete familiar, routine documentation with short, simple phrases, according to organisational requirements
  2. at ACSF Level 3 to complete reports and documentation with sentences and some specialised vocabulary, according to organisational requirements

- **Oral communication** skills to confirm individualised plan details and aspects of the plan with the person, family and carers; discuss issues with supervisor; report risks and issues with care

- **Numeracy** skills to estimate weights for safe manual handling; interpret charts; engage with the individualised plan; interpret and measure medicine dosages

**Summary of key employability skills**

- **Problem solving** skills to identify and report potential risks and aspects of the individualised plan that may need review; identify signs of unmet or additional needs

- **Planning and organising** skills to prepare support activities; assemble equipment according to procedures

- **Self management** skills to maintain confidentiality and privacy

- **Technology skills** to complete simple electronic documents
### Summary of key ACSF skills

- **Learning**: skills to work with legal and ethical requirements as applied in an organisation and for individual practice; work with organisation policies and procedures; identify the impact of, and interrelationships between issues that relate to health, social and cultural well-being; collect and analyse information.

- **Reading**: skills to follow organisational policies and procedures and relevant legislative requirements.

- **Oral communication**: skills to define boundaries and establish trust and respect; assist the client to identify areas of concern; discuss options for services and assist client to make decisions; motivate, support and encourage the client; report issues and make referrals.

### Summary of key employability skills

- **Problem solving**: skills to seek information from a range of sources to identify client's presenting issues.

- **Initiative and enterprise**: skills to identify indicators of harm or neglect; recognise when client needs exceed limitation of service and respond and refer within guidelines.

- **Planning and organising**: skills to identify and prioritise client's needs and available sources of assistance; follow duty of care obligations; identify need for additional support; prioritise client needs and available sources of assistance.

- **Self management**: skills to work within organisational guidelines.

---

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCCS016</td>
<td>Respond to client needs</td>
<td>3</td>
<td>2</td>
<td>–</td>
<td>3</td>
<td>–</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCCS023</td>
<td>Support independence and well being</td>
<td>3</td>
<td>3</td>
<td>2/3</td>
<td>3</td>
<td>–</td>
</tr>
</tbody>
</table>

---

### Summary of key ACSF skills

- **Learning**: skills to understand basic human needs, human development across the lifespan, individual differences, and basic requirements of good health; work within required service delivery models and standards.

- **Reading**: skills to engage with information about independent living and well-being.

- **Writing**: skills to report indications of abuse or neglect, according to organisational procedures.

- **Oral communication**: skills to promote and encourage participation; promote self-esteem and confidence; report hazards; report indicators of abuse or neglect; report situations beyond scope of own role.

### Summary of key employability skills

- **Problem solving**: skills to identify signs of abuse and indicators of emotional concerns and issues; identify hazards.

- **Initiative and enterprise**: skills to identify issues that impact health and well-being; promote and facilitate opportunities for participation in activities; support person to identify and acknowledge their strengths and self-care capacity; assist person to identify opportunities to utilise strengths.

- **Planning and organising**: skills to consider person’s individual needs, stage of life and strengths when engaging in support activities.

- **Self management**: skills to recognise and respect person’s social, cultural and spiritual preferences, which may be different to own, identify situations beyond scope of own role.

- **Technology**: skills to complete simple computer-based documents.
<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCCS025</td>
<td>Support relationships with carers and their families</td>
<td>3</td>
<td>2</td>
<td>–</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to work effectively within caring contexts; work within legal and ethical requirements for working with carers and family as required by the organisation; use a person-centred, strengths-based approach
- **Reading** skills to follow key information in policies, procedures and protocols
- **Oral communication** skills to support the person and interact positively with carers and families of the person using the service, provide information about support services; support carers, family and friends to maximise positive aspects of change and transition, and to support ongoing involvement in the life of the person
- **Numeracy** skills to assess support requirements and work in a timely fashion

**Summary of key employability skills**

- **Teamwork** to work collaboratively with carers and families to provide support
- **Problem solving** skills to assess potential risks in changes to the care relationship; assess and respond to issues that may impact on the physical and emotional health and well-being of the carer
- **Initiative and enterprise** skills to support carers and families
- **Planning and organising** skills to assess and respond to changes in the care relationship; respond to need for services required by the carer to support the person requiring care
- **Self management** skills to respect confidentiality and privacy of carers, as well as the person with support needs
- **Technology skills** to use appropriate equipment and resources
### Summary of key ACSF skills

- **Learning** skills to develop communication strategies to meet organisation’s needs and goals; mentor and coach staff; assess communication outcomes
- **Reading** skills to engage with business and strategic plans; engage with information related to developing a workplace communication strategy
- **Writing** skills to document processes and protocols; model effective written communication; record lessons learnt
- **Oral communication** skills to investigate internal and external communication needs; present information to staff; model effective oral communication; maintain networks and relationships; obtain feedback
- **Numeracy** skills to work within budgets and assess return on investment

### Summary of key employability skills

- **Problem solving** skills to identify conflicting interests; identify opportunities for continuous improvement
- **Initiative and enterprise** skills to prepare resources to support the implementation of communication protocols
- **Planning and organising** skills to establish communication protocols
- **Self management** skills to maintain networks and relationships
- **Technology skills** to produce reports and plans; engage with traditional media and digital media
• **Technology skills** to complete workplace documents and utilise digital media for work

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCOM006</td>
<td>Establish and manage client relationships</td>
<td>4</td>
<td>3</td>
<td>–</td>
<td>4</td>
<td>–</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to establish and manage client relationships and boundaries; operate within work role boundaries; use a person-centred approach with clients
- **Reading** skills to engage with information to support the role
- **Oral communication** skills to use various modes and techniques for effective communication, including active listening, questioning, clarifying and advising; build empathy and trust; use motivational interview techniques; deal with conflict; encourage clients to voice concerns

**Summary of key employability skills**

- **Problem solving** skills to identify barriers to communication and respond appropriately
- **Initiative and enterprise** skills to maintain integrity
- **Self management** skills to maintain confidentiality; consider cultural needs; exercise discretion
Summary of key ACSF skills

- **Learning** skills to plan and coordinate resources, services and supports for clients; work within an evidence-based model; work within legal and ethical guidelines; work with client to prioritise needs
- **Reading** skills:
  - at ACSF Level 3 to engage with relevant policies, procedures and guidelines
  - at ACSF Level 4 to engage with information relevant to role, including approaches and models of case management, principles and practices of planning complex service inputs, funding arrangements
- **Writing** skills to develop plans, identifying available services, their appropriateness and expected outcomes
- **Oral communication** skills to facilitate case conferences and meetings; provide client with information about the coordination role; facilitate communication between service providers; negotiate collaborative working arrangements with services; establish communication requirements with client
- **Numeracy** skills to address funding requirements; document timeframes

Summary of key employability skills

- **Problem solving** skills to identify issues and barriers that cause confusion; identify indicators of harm or self-harm; identify and implement further support requirements to meet changing needs
- **Initiative and enterprise** skills to establish coordination between services; establish communication requirements with client
- **Planning and organising** skills to assess needs and arrange interpreter, according to client needs
- **Self management** skills to monitor progress toward outcomes
- **Technology** skills to research local supports and services; produce plans and reports

Summary of key ACSF skills

- **Learning** skills to develop, facilitate and review case management for clients; work within an evidence based approach; utilise contemporary behaviour change models, practices and interventions; work within organisational policies and procedures and relevant regulatory guidelines; monitor and review processes
- **Reading** skills to engage with relevant policies, procedures and guidelines; engage with case management plans and processes and information relevant to role
- **Writing** skills to develop case management plans that reflect assessment of needs, together with short and long term needs of client and other relevant parties; document interventions
- **Oral communication** skills to implement processes for client to participate in goal setting; share information and establish rapport with client; facilitate case management meetings; interact effectively with client, families, carers and relevant others; identify and agree
worker roles, boundaries and processes of service delivery; conduct case reviews and negotiate any proposed changes to plan

- **Numeracy** skills to plan schedules; work within timeframes

**Summary of key employability skills**

- **Problem solving** skills to identify risks relating to duty of care; monitor effectiveness of case management processes against agreed goals
- **Initiative and enterprise** skills to work with diverse client populations; provide information on rights of appeal and avenues of complaint to the client; assist clients to set realistic goals
- **Planning and organising** skills to implement case closure as required
- **Self management** skills to maintain privacy and confidentiality; integrate cultural considerations into aspects of planning
- **Technology skills** to produce case management plans and relevant documents

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCSM006</td>
<td>Provide case management supervision</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to monitor case progress; work within an evidence based model of practice; work within legal and ethical guidelines; integrate continuous improvement into work systems; implement appropriate training and development for case workers
- **Reading** skills to engage with the theory of case management supervision
- **Writing** skills to develop standards for practice
- **Oral communication** skills to promote standards for practice; provide case workers with directions, support, recommendations and advice; challenge workers to ensure plans and actions are up to date
- **Numeracy** skills to work within schedules and timeframes

**Summary of key employability skills**

- **Teamwork** to work collaboratively with others to develop individual reflective and ethical practice strategies
- **Problem solving** skills to identify risks and barriers; analyse case management plans and provide feedback; escalate and refer client issues, and supervision issues, beyond role
- **Initiative and enterprise** skills to implement strategies to provide workers with access to caseworker consultation with other workers; provide supervision to workers around the achievement of case work objectives; implement stakeholder consultation strategies for specialist information and options for future action
- **Planning and organising** skills to plan clinical supervision for case workers
- **Self management** skills to model best practice; evaluate own supervision and identify areas for improvement and opportunities for development
- **Technology** skills to produce reports and documents
<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCSM007</td>
<td>Undertake case management in a child protection framework</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

Summary of key ACSF skills

- **Learning** skills to work within a structured case management framework to statutory child protection, including adhering to relevant legislation and protocols; utilise child-centred practices; consider cultural issues; analyse achievements against performance indicators
- **Reading** skills to interpret legislation, policies, procedures, standards and statutory obligations; engage with information, theories and research relevant to role
- **Writing** skills to prepare case histories; develop written assessment plans that reflect clients’ needs; develop contracts with external service providers; record information; record outcomes of case conferences and protection meetings; advise relevant parties of decisions to close cases
- **Oral communication** skills to explain workers role and purpose to the client; negotiate goals, actions and timelines; make referrals; explain reasons for interventions and referrals and clarify and negotiate agreements
- **Numeracy** skills to schedule work and build timelines

Summary of key employability skills

- **Problem solving** skills to respond to and manage crisis; recognise indicators of harm and abuse; develop contingency plans; facilitate resolutions to conflicts
- **Initiative and enterprise** skills to collect and assess information; identify support and prevention strategies to promote needs of family; develop and assess actions appropriate for intervention; access interpreters; provide information about the intervention process, rights of appeal and avenues for complaint; anticipate conflict
- **Planning and organising** skills to plan and convene case conferences; close cases; identify, negotiate and record outcomes of case conferences or protection meetings
- **Self management** skills to work collaboratively with the family; consult with supervisor at appropriate intervals; maintain links with services, client and other relevant parties
- **Technology** skills to produce documents and reports; communicate electronically
<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCDEV002</td>
<td>Analyse impacts of sociological factors on clients in community work and services</td>
<td>4</td>
<td>4</td>
<td>–</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to monitor and review effectiveness of services provided to clients; revise work and/or services provided to clients to improve outcomes
- **Reading** skills to research and engage with information relevant to work, including contemporary frameworks, political and economic theory and systems, research related sociological factors on clients in community work
- **Oral communication** skills to provide advice to clients about services; gather information about socio-cultural needs and effects
- **Numeracy** skills to analyse data and engage with numerical information included sociological research

**Summary of key employability skills**

- **Problem solving** skills to identify possible effects and consequences of conditions and experiences of inequality; identify impacts of long-term unemployment;
- **Initiative and enterprise** skills to gather and analyse socio-cultural information
- **Technology skills** to research social and cultural institutions in Australia and their societal functions
Summary of key ACSF skills

- **Learning** skills to work within a skills-based approach; understand concepts of vulnerability, power, independence and interdependence; work with consideration of legal and ethical guidelines for working with people with a disability; identify and maximise learning opportunities; identify blocks to learning
- **Reading** skills to access and follow development strategies outlined in the individualised plan; access information about role, current practices, philosophies and theories
- **Writing** skills to record observations accurately and objectively, in consultation with supervisor, maintain documentation according to organisational requirements
- **Oral communication** skills to utilise various communication strategies to support and engage person and their family, carers or relevant others; provide feedback to the supervisor about and changes in the person’s demonstration of skills; provide constructive feedback to the person in a respectful way; discuss issues and difficulties with person and relevant others
- **Numeracy** skills to engage with information in the individualised plan; estimate weights for manual handling

Summary of key employability skills

- **Initiative and enterprise** skills to prompt and use principles of prompting; motivate and provide encouragement
- **Planning and organising** skills to contribute to assessments
- **Technology** skills to utilise tools and equipment

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCDIS001</td>
<td>Contribute to ongoing skills development using a strengths based approach</td>
<td>3</td>
<td>3</td>
<td>2/3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCDIS002</td>
<td>Follow established person-centred behaviour supports</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Summary of key ACSF skills

- **Learning** skills to work within legal and ethical guidelines for working with people with a disability; review the context of behaviours of concern; interpret and follow behavioural support strategies; identify changes in person’s needs and behaviours; monitor strategies to determine effectiveness; follow organisational procedures to ensure safety of person, self and others; apply principles and practices of positive behaviour support that focus on the individual; understand the impact of social devaluation on an individual’s quality of life
- **Reading** skills read and interpret the individualised behaviour support plan; read and interpret relevant policies and procedures
- **Writing** skills to record observations of behaviour accurately and objectively in consultation with supervisor; complete reports and maintain documentation according to organisational requirements
- **Oral communication** skills to report changes in person’s needs and behaviours, and follow referral procedures in consultation with supervisor
- **Numeracy** skills to estimate weights for safe manual handling; interpret charts; engage with the individualised plan
Summary of key employability skills

- **Problem solving** skills to identify issues with engaging or motivating the person
- **Initiative and enterprise** skills to identify behaviours of concern; recognise the difference between appropriate and inappropriate interventions when addressing behaviours of concern; respond to critical incidents in line with intervention and notification procedures; use positive lifestyle enhancement strategies
- **Planning and organising** skills to consider person’s individual needs, strengths, capabilities and preferences when carrying out daily routines; provide a safe environment
- **Self management** skills to ensure interventions are in line with the behavioural plan
- **Technology skills** to complete routine reports

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCDIS003</td>
<td>Support community participation and social inclusion</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Summary of key ACSF skills

- **Learning** skills to work within a person-centred approach; recognise and accommodate cultural and religious needs of the person with a disability; monitor person’s level of engagement; acknowledge rights and responsibilities of people with a disability
- **Reading** skills to access and engage with the individualised plan; access information about community programs and resources
- **Oral communication** skills to assist in identifying interests, abilities, preferences and requirements of the person to engage in a social network; discuss issues and consult with supervisor; access community participation resources, programs and agencies
- **Numeracy** skills to engage with the individualised plan

Summary of key employability skills

- **Problem solving** skills to recognise barriers to community participation and social inclusion; collaborate with the person with a disability to identify solutions and overcome barriers
- **Initiative and enterprise** skills to provide information on community participation options
- **Planning and organising** skills to organise transport services, aids and equipment according to person’s preferences and needs
- **Self management** skills to recognise own limitations in addressing issues; seek advice when necessary
- **Technology** skills to work with aids and equipment appropriate for the person with a disability

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCDIS005</td>
<td>Develop and provide person-centred service responses</td>
<td>3</td>
<td>2/3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Summary of key ACSF skills

- **Learning** skills to work within legal and ethical guidelines for working with people with a disability; review effectiveness of responses to meet person’s needs; ensure changes to service are within procedural and legislative requirements; review service delivery procedures to ensure best practice standards are met, and to meet changing needs and preferences of person with a disability
- **Reading** skills:
  1. at ACSF Level 2 to engage with organisational policies and procedures presented in simplified format
  2. at ACSF Level 3 to engage with complex, text heavy, organisational policies and procedures
- **Writing** skills to accurately record and maintain person's support information; maintain relevant documentation
- **Oral communication** skills to communicate needs of person to family, carer and appropriate others; seek services from other workers or agencies; consult with family, carers and others about person's care; report issues to supervisor
- **Numeracy** skills to work within budgets; measure effectiveness of responses

**Summary of key employability skills**

- **Teamwork** to collaborate with others to develop and implement person-centred responses
- **Problem solving** skills to identify barriers that may impact on quality service delivery; modify aspects of service delivery to suit needs and preferences of person with a disability;
- **Initiative and enterprise** skills to identify potential training opportunities for person; maintain high standards of service delivery
- **Planning and organising** skills to make available appropriate resources; consider individual differences, rights, needs and preferences

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCDIS007</td>
<td>Facilitate the empowerment of people with a disability</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>–</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to reflect on values and attitudes regarding disability and acknowledge their impact when working in disability contexts; identify the ways society can effect level of impairment experienced by the person with a disability; foster human rights; respect cultural needs of person; understand types of disability; history and recent developments in disability services; work within legal and ethical guidelines for working with people with a disability
- **Reading** skills to assist with understanding types of disabilities
- **Oral communication** skills to maintain positive and respectful relationships with person with disability, use appropriate non-verbal communication strategies; assist person with a disability to understand their rights; report issues and breaches in care; assist person with disability to communicate their personal goals and make their own choices, assist with accessing advocacy services and other complaint mechanisms; seek support

**Summary of key employability skills**

- **Problem solving** skills to identify breaches of human rights; identify indications of possible abuse or neglect
- **Initiative and enterprise** skills to adjust own approaches to facilitate empowerment; to know when and how seek support from more experienced and qualified staff
- **Planning and organising** skills to deliver services that ensure rights and needs of the person are upheld; use a person-centred approach to care
- **Technology skills** to assist people with a disability to communicate and exercise rights

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCDIS008</td>
<td>Facilitate community participation and social inclusion</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to work effectively with person with a disability to identify strengths and interests; research relevant services to explore community inclusion opportunities for the client
- **Reading** skills to research social inclusion opportunities
- **Writing** skills to support person to develop an individualised plan to participate in the community, including necessary supports
• **Oral communication** skills to communicate effectively with client; work with client to actively engage in a social network; network with relevant services and explore opportunities for engagement; collaborate with family, carer and others to identify activities that will enhance inclusion; discuss elements of risk; seek advice where necessary
• **Numeracy** skills to work within budgets and financial requirements; evaluate success of strategies

**Summary of key employability skills**

• **Teamwork** to support others to implement the individualised plan
• **Problem solving** skills to identify support requirements and modifications needed for devices, aids and environment and develop strategies to deal with these; recognise own limitations; identify and address risks; determine physical barriers to participation and identify solutions
• **Initiative and enterprise** skills to facilitate access to opportunities that establish connections through shared interests
• **Planning and organising** skills to explore opportunities for engagement with services for client
• **Technology skills** to research social inclusion opportunities

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCDIS009</td>
<td>Facilitate ongoing skills development using a person-centred approach</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>–</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

The key foundation skills included in the core units for this qualification include:

• **Learning** skills to identify development needs/learning goals of person with a disability; identify learning strategies and opportunities to address the person’s goals; monitor person’s development; encourage learning; withdraw support as appropriate to encourage experiential learning; implement current practices, philosophies and theories focussed on working with a people with a disability
• **Reading** skills to engage with the individualised plan
• **Writing** skills to document development needs, in line with organisational requirements; maintain the individualised plan
• **Oral communication** skills to communicate effectively with person with a disability to identify learning goals; collaborate with family, carer and relevant people to identify skill development opportunities; make referrals to other staff or specialists services; provide feedback about skill development against the individualised plan; provide advice and encouragement

**Summary of key employability skills**

• **Teamwork** to support colleagues and others to implement ongoing skills development in line with person’s individualised plan
• **Initiative and enterprise** skills to explore local community education opportunities
• **Technology skills** to access and utilise equipment and resources to facilitate learning
### CHCDIS010

**Provide person-centred services to people with disability with complex needs**

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCDIS010</td>
<td>Provide person-centred services to people with disability with complex needs</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to coordinate, monitor, review and evaluate individualised plans; recognise the impact of complex support issues on the family; establish goals with the person and the family, carer or relevant other; support stakeholders to understand the individualised plan and their roles within the plan; access and evaluate sources of information relevant to job role (physiology and psychology as it applies to a range of disability types; engage with information about nutrition and dietetics, manifestations and presentation of common health problems and behavioural issues (associated with different disability types)
- **Reading** skills to interpret and apply organisational policies and procedures related to developing and managing individualised plans, interpret organisational procedures and guidelines; access information about complex needs
- **Writing** skills to develop and update individualised plans
- **Oral communication** skills to liaise with relevant experts when developing the individualised plan; negotiate with person, family, carer and relevant others; access community support agencies; seek feedback from the person and stakeholders to evaluate the effectiveness of the individualised plan; seek advice and assistance when the person’s goals are not being met
- **Numeracy** skills to analyse and interpret data (with assistance)

**Summary of key employability skills**

- **Problem solving** skills to identify problems, issues and challenges for the person, in line with job role and organisational procedures; recognise when a service or support worker is no longer delivering the required service; make revisions to the individualised plan, in line with role and guidelines
- **Planning and organising** skills to establish priorities for support; access and negotiate resources to deliver services
- **Technology skills** to access and monitor computer-based individualised plans
## Summary of key ACSF skills

- **Learning** skills to identify own social and cultural perspectives and biases; reflect on own abilities to work inclusively with understanding of others; understand cultural competence; identify key areas of diversity and their characteristics; work within legal and ethical guidelines for working with people with a disability; understand rights and responsibilities of workers, employers and clients; understand key aspects of Aboriginal and Torres Strait Islander culture, including its diversity, social, political and economic issues, and how these can impact on engagement with services; identify potential needs of marginalised groups
- **Reading** skills to engage with information about diversity
- **Oral communication** skills (both verbal and non-verbal) to establish, develop and maintain effective relationships, trust and confidence; use strategies to overcome language barriers; seek assistance from interpreters; address difficulties with appropriate people; seek assistance when required;

## Summary of key employability skills

- **Problem solving** skills to identify issues that may cause misunderstandings or difficulties and make an effort to sensitively resolve issues
- **Initiative and enterprise** skills to research resources to support individuals and organisations to embrace and respond to diversity
- **Self management** skills to work with an awareness of own limitations; value diversity

## Summary of key ACSF skills

- **Learning** skills to collect and evaluate quantitative and qualitative data; analyse how current diversity practice matches workplace objectives; identify and adapt professional development needs for workforce; engage with legal and ethical considerations for diversity practices at management level; value and encourage collaboration; engage with concepts of diversity
- **Reading** skills to research diversity in the workplace
- **Writing skills** to develop and document diversity strategies
- **Oral communication** skills to assist and coach colleagues; adapt communication to meet diverse needs; report of diversity strategies; consult with stakeholders
- **Numeracy** skills to develop measures to evaluate outcomes of workplace strategies

## Summary of key employability skills

- **Initiative and enterprise** skills to use resources that facilitate effective communication
- **Planning and organising** skills to plan work strategies that foster and promote diversity
- **Self management** skills to recognise the impact of diversity practices and experiences on behaviours and relationships
- **Technology** skills to research diversity information; produce documents
### CHCECE001: Develop cultural competence

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCECE001</td>
<td></td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>–</td>
</tr>
</tbody>
</table>

#### Summary of key ACSF skills

- **Learning** skills to reflect on own cultural identity and biases; critically analyse relationships, curriculum and activities; plan and implement supportive environments for children; embed examples of diversity and inclusion into everyday practice
- **Reading** skills to engage with information about cultural identity and historical issues
- **Oral communication** skills to identify the cultural identities of children within the service, their families and the local community; interact in culturally appropriate ways; consult with appropriate people to access local knowledge of Aboriginal and/or Torres Strait Islander culture; liaise between differing cultural contexts and situations

#### Summary of key employability skills

- **Problem solving** skills to
- **Initiative and enterprise** skills define aspects of the environment that influence own cultural identity; identify any historical issues in relation to Aboriginal and/or Torres Strait Islander people and the land that the service is on, including at regional and state levels; support children’s and families’ cross-cultural relationships
- **Planning and organising** skills to plan and implement supportive environments for children
- **Self management** skills to reflect on potential impact own background may have on interactions and relationships with people from other cultures; reflect on contemporary impacts of historical issues including those relating to Aboriginal and/or Torres Strait Islander people

---

### CHCECE002: Ensure the health and safety of children

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCECE002</td>
<td></td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Summary of key ACSF skills

- **Learning** skills to ensure sleep and rest practices are consistent with approved standards; implement hygiene practices consistent with relevant health authorities; supervise children by ensuring they within sight or hearing distance; implement appropriate health and safety procedures; identify signs and symptoms of allergies, anaphylaxis, asthma
- **Reading** skills to check authorisation forms to administer medicine; access and interpret relevant procedures; interpret health care plans for children with asthma; accurately read and interpret medication packaging and dosage instructions and any other relevant medical information; engage with approved learning frameworks
- **Writing** skills to complete medication records
- **Oral communication** skills to interact with families about child’s health needs; share information about child’s rest and sleep, health and hygiene; discuss sun safety with child
- **Numeracy** skills to check use-by dates of medication; correctly calculate medication dosages for common measurements including milligrams (mg) and millilitres (ml)

#### Summary of key employability skills

- **Problem solving** skills to remove any hazards; apply risk management for children with severe allergies; identify risks to children
- **Initiative and enterprise** skills to respect children’s privacy; contribute to the provision of a clean and safe environment
- **Planning and organising** skills to provide quiet play activities for children who do not rest
- **Self management** skills to maintain confidentiality
<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCECE003</td>
<td>Provide care for children</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>–</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to manage child’s toileting in a manner that protects the child’s self-esteem; supervise children while eating and drinking; promote physical care and activity; promote sun protection
- **Reading** skills to engage with appropriate learning frameworks and guiding policies and procedures
- **Oral communication** skills to encourage participation; discuss healthy bodies with children; encourage children to communicate, listen and treat others with respect; interact calmly and positively with families when settling new arrivals

**Summary of key employability skills**

- **Problem solving** skills to remove risks from the physical environment
- **Initiative and enterprise** skills to encourage and engage children in discussions around physical health and well-being; support children through transition and change
- **Self management** skills to maintain confidentiality and privacy

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCECE004</td>
<td>Promote and provide healthy food and drinks</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to promote healthy eating; plan food and drinks that are nutritious and appropriate for each child; follow food safety procedures
- **Reading** skills to access and interpret food labels and identify ingredients of concern; read food safety procedures; interpret dietary requirements; engage with relevant frameworks; access and interpret Dietary Guidelines for Children and Adolescents in Australia and the Australian Guide to Healthy Eating, including Get Up and Grow: Healthy Eating and Physical Activity for Early Childhood resources
- **Oral communication** skills to engage children in conversations to promote enjoyment of mealtimes; promote healthy lifestyles and good nutrition; engage children in menu planning
- **Numeracy** skills to interpret weights and measures in relation to food preparation

**Summary of key employability skills**

- **Problem solving** skills to identify and respond to requirements related to allergies, medical conditions, cultural and religious requirements; prevent microorganism contamination and allergic reactions
- **Initiative and enterprise** skills to carry out food-handling, preparation and storage according to requirements; recognise symptoms of poor diet
- **Self management** skills to model healthy eating and good nutrition practices
<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCECE005</td>
<td>Provide care for babies and toddlers</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Summary of key ACSF skills

- **Learning** skills to promote safe sleep; use safe hygiene practices; develop relationships with babies and toddlers (of varying ages) and their families; support the learning of babies and toddlers
- **Reading** skills to keep up-to-date with child’s immunisation status
- **Oral communication** skills to reach agreement with families about child’s sleep and rest; support children; interact with families to support child’s toilet learning; interact with families about intake and experiences with food and drink; respond to babies and toddlers when practising language; communicate daily with families about their child
- **Numeracy** skills to prepare formula; interpret schedules

Summary of key employability skills

- **Problem solving** skills to monitor babies for signs of hunger, distress pain, tiredness and provide physical comfort as appropriate
- **Initiative and enterprise** skills to prepare food in line with food safety standards; respond positively to babies’ and toddlers’ exploratory behaviour

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCECE007</td>
<td>Develop positive and respectful relationships with children</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>–</td>
</tr>
</tbody>
</table>

Summary of key ACSF skills

- **Learning** skills to interact positively with children; maintain the dignity and rights of children; monitor and respond to children’s play
- **Reading** skills to access and interpret relevant procedures; engage with approved learning frameworks
- **Oral communication** skills to respond and engage positively with children; talk with children at mealtimes to help create a relaxed routine; encourage children to share stories and ideas; acknowledge efforts and achievements; use positive language, gestures, facial expressions and tone of voice; engage in sustained conversations with children

Summary of key employability skills

- **Problem solving** skills to support interactions around conflict; respond to behaviours of concern
- **Initiative and enterprise** skills to role model positive interactions with others; comfort children; support children to develop skills to self-regulate; encourage children to respect differences and similarities between each other

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCECE009</td>
<td>Use an approved learning framework to guide practice</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Summary of key ACSF skills

- **Learning** skills to identify learning frameworks and investigate the differences; clarify the relevance of the framework; apply the learning framework
- **Reading** skills to access and interpret learning frameworks in the context of own role
- **Writing** skills to document how the learning framework is demonstrated in the service; document involvement with the learning framework
- **Oral communication** skills to discuss the relevance of the framework with other educators; discuss work with supervisor
- **Numeracy** skills to work within frameworks

**Summary of key employability skills**

- **Teamwork** to work in collaboration with others to apply the principles and practices of the learning framework
- **Initiative and enterprise** skills to work within frameworks
- **Self management** skills to reflect on own practices in the workplace
- **Technology** skills to carry out research

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCECE010</td>
<td>Support the holistic development of children in early childhood</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to support physical, social, emotional and cognitive development of children; engage with biological and environmental influences on development; engage with principles of introductory level child development for children
- **Reading** skills to read stories to children; access and interpret approved learning frameworks
- **Oral communication** skills to engage children in conversations; tell stories to children; ask and answer questions during reading; discuss books with children; share information with colleagues about child development and well being
- **Numeracy** skills to encourage children to engage with numbers, symbols, time, money and musical notation

**Summary of key employability skills**

- **Problem solving** skills to identify aspects of poor early childhood development
- **Initiative and enterprise** skills to use puppets and props to stimulate children’s enjoyment of language; model language and encourage children to express themselves; create opportunities for discussions
- **Planning and organising** skills to provide resources and materials for learning; provide a variety of experiences and environments to support learning

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCECE011</td>
<td>Provide experiences to support children’s play and learning</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>–</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to create an environment for play; support children’s play and learning; facilitate children’s play, learning and physical activity; engage with theories of play in learning
- **Reading** skills to engage with approved learning frameworks
- **Oral communication** skills to engage children in discussion about their play and learning; interact with children showing enthusiasm, playfulness and enjoyment
Summary of key employability skills

- **Problem solving** skills to respond to reactions to ensure each child remains interested; implement safety measures to minimise risks for children and others
- **Initiative and enterprise** skills to assist in the provision of unhurried opportunities for group and individual play
- **Planning and organising** skills to establish routines with child; assist in the provision of areas, resources and materials for different types of play

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCECE013</td>
<td>Use information about children to inform practice</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>–</td>
</tr>
</tbody>
</table>

Summary of key ACSF skills

- **Learning** skills to gather information about the child through observation
- **Reading** skills to access and interpret child records; engage with appropriate learning frameworks; engage with organisational policies and procedures
- **Writing** skills to record observations in line with service requirements, in an unbiased way
- **Oral communication** skills to listen and talk to children; collaborate with family and other educators to collect information about child’s needs and interests

Summary of key employability skills

- **Planning and organising** skills to contribute to program planning
- **Self management** skills to be unbiased and refrain from negative labelling of children
<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCHCS001</td>
<td>Provide home and community support services</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to follow organisation’s policies and procedures; work with consideration of legal and ethical requirements
- **Reading** skills to read and interpret the individualised plan; engage with key information in policies and procedures
- **Writing** skills to maintain straight-forward documentation including detail of follow up visits
- **Oral communication** skills to confirm purpose and time of visits with relevant person; assure person of your identity when making visits; clarify information; negotiate the best way to implement the individual plan; report observations to supervisor; interpret and follow instructions
- **Numeracy** skills to work within timeframes and schedules; engage with requirements of individualised plan

**Summary of key employability skills**

- **Problem solving** skills to check for risks to own and other’s health and safety and implement controls to manage the risks; deal with ethical dilemmas and behaviours of concern; identify indicators of abuse and/or neglect
- **Planning and organising** skills to organise visits; prepare equipment, resources and documents required for the visit
- **Self management** skills to respect that the work setting is a person’s home; maintain confidentiality
- **Technology** skills to complete simple computer-based records
<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCLEG001</td>
<td>Work legally and ethically</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>CHCLEG003</td>
<td>Manage legal and ethical</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>–</td>
</tr>
</tbody>
</table>

Summary of key ACSF skills

- **Learning** skills to identify scope and nature of own legal and ethical responsibilities; work within legal and ethical guidelines and organisational policies and procedures; respond to legal and ethical issues
- **Reading** skills to access and interpret sources of information about legal and ethical requirements related to job role
- **Oral communication** skills to discuss dilemmas; share feedback with others

Summary of key employability skills

- **Problem solving** skills to recognise potential or actual breaches; recognise dilemmas and conflicts of interest; respond appropriately to legal and ethical issues
- **Initiative and enterprise** skills to take up opportunities to contribute to review and development of policies and procedures
- **Self management** skills to identify work practice improvements to enhance responsiveness to legal and ethical requirements

Summary of key ACSF skills

- **Learning** skills to determine scope of compliance requirements; identify the ethical framework that applies to the context; model ethical behaviour; monitor work practices for non-compliance and address issues; research relevant compliance documentation; understand responsibilities and liabilities of managers to develop and monitor policies and procedures relating to compliance, within the work context
- **Reading** skills to access and interpret relevant compliance information from local, state/territory and commonwealth sources
- **Writing** skills to clearly document policies and procedures in accessible formats, including version control, in line with organisational record keeping requirements; circulate updated information and knowledge about compliance; maintain compliance records
- **Oral communication** skills to articulate concepts in policies and procedures to others; share updated knowledge and information; refer issues or breaches of compliance to relevant people

Summary of key employability skills

- **Problem solving** skills to identify risks, penalties and consequences of non-compliance
- **Initiative and enterprise** skills to maintain and update required accreditations and certifications
- **Planning and organising** skills to nominate roles and responsibilities in meetings; distribute policies, procedures and legal information to colleagues; engage in review and improvement processes
- **Self management** skills to work in a timely fashion
- **Technology skills** to ensure systems protect client information; circulate information
<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCMGT005</td>
<td>Facilitate workplace debriefing and support processes</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>–</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to follow organisational policies and procedures; work with consideration of relevant legal and ethical guidelines; monitor stress and wellbeing of colleagues; use self assessment and reflective behaviour strategies to monitor performance; use debriefing techniques to encourage explorations of emotions and experiences
- **Reading** skills to engage with relevant policies and procedures; explore information relevant to role
- **Writing** skills to develop proposals to address needs within the organisation; document and report outcomes of briefings
- **Oral communication** skills to seek formal and informal performance feedback; conduct workplace debriefings; use questioning to encourage explore and acknowledge concerns; provide support to address and monitor stress and emotional wellbeing

**Summary of key employability skills**

- **Problem solving** skills to address effects of stress and well-being of colleagues; act on performance feedback as required; identify and respond to colleagues needing additional support
- **Initiative and enterprise** skills to identify professional and personal performance standards to monitor stress and emotional well-being
- **Planning and organising** skills to plan proposals; plan and schedule briefings
- **Self management** skills to use practices to accept differences and accurately identify diverse needs
- **Technology skills** to research information relevant to role
<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCPAL001</td>
<td>Deliver care services using a palliative approach</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to follow organisational policies and procedures; monitor impact of the person’s end-of-life needs; comply with the documented care plan
- **Reading** skills to interpret care plans, including advanced care directives and end-of-life decisions; access information about the philosophy, principles, benefits and scope of palliative care
- **Writing** skills to complete observation charts and document person’s pain and symptoms
- **Oral communication** skills to support the person, carers and family about person’s quality of life, pain and comfort; use different strategies to build trust, show empathy and provide emotional support; encourage discussions about spiritual and cultural issues; report issues to supervisor or appropriate team;
- **Numeracy** skills to interpret care plan and review changes to aspects of the care plan

**Summary of key employability skills**

- **Teamwork** to work with carers and family to support people within a palliative care approach; access support of other team members
- **Problem solving** skills to identify needs and issues outside scope of role and report
- **Initiative and enterprise** skills to observe pain and symptoms; recognise signs of an imminent death or deterioration; access bereavement care
- **Planning and organising** skills to regularly check for changes to the care plan that indicate decisions made by person have been reviewed
- **Self management** skills to not make judgements about the person’s lifestyle, social, spiritual and cultural choices; manage own emotional responses and ethical issues; maintain dignity of the person when providing planned end-of-life care and care immediately following death
- **Technology skills** to use equipment appropriate to palliative care
### CHCPRP001 Develop and maintain networks and collaborative partnerships

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCPRP001</td>
<td>Develop and maintain networks and collaborative partnerships</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>–</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to work within legal and ethical considerations for collaborative practice; use principles of networking and collaboration; identify opportunities to meet organisational goals
- **Reading** skills engage with information about networks
- **Writing** skills to share information with other organisations; document the type and level of collaboration
- **Oral communication** skills to share information; liaise with staff from relevant organisations on a formal and informal basis; negotiate about collaborations

**Summary of key employability skills**

- **Teamwork** to work collaboratively to plan goals and implement projects
- **Problem solving** skills to identify gaps in networks and collaborative practice and identify an action to fill the gap
- **Initiative and enterprise** skills to identify benefits of networking and collaboration; initiate relationships with other inter and intra sectoral professionals and organisations
- **Planning and organising** skills to develop strategies for networking and collaborations; gather information about networks and collaborations and maintain its currency
- **Self management** skills to maintain privacy and confidentiality
- **Technology** skills to research established networks in area of work

### CHCPRP003 Reflect on and improve own professional practice

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCPRP003</td>
<td>Reflect on and improve own professional practice</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to undertake self-evaluation; reflect on and recognise the effect of values, beliefs and behaviour in practice; regularly review skills and knowledge
- **Reading** skills to access and engage with information on current and emerging industry developments; engage with current models and processes of professional reflection
- **Writing** skills to document a self-development plan using established principles and techniques
- **Oral communication** skills to actively seek feedback; share two-way, open evaluation with co-workers or peers; seek specialist advice;
- **Numeracy** skills to plan timeframes; measure progress and performance

**Summary of key employability skills**

- **Initiative and enterprise** skills to seek feedback; determine improvements based on feedback; identify potential internal and external support networks
- **Planning and organising** skills to seek further training where required; devise a self-management plan;
- **Self management** skills to undertake self-evaluation; recognise requirements for self-care and additional support; implement a self-management plan
- **Technology skills** to research current and emerging industry developments related to ongoing professional development; explore professional development opportunities
<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCPRP005</td>
<td>Engage with health professionals and the health system</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to identify health care systems and services with links to own practice
- **Reading** skills to research information about other health services
- **Writing** skills to produce written referral reports that include information about own assessment, in a logical structure, using language that will be understood by the report recipient
- **Oral communication** skills to provide information to clients about financial and eligibility issues; use accepted industry terminology when sharing information; make referrals; explain rationale for referrals;
- **Numeracy** skills to identify health system funding and financial structures

**Summary of key employability skills**

- **Teamwork** to work collaboratively to seek and share information
- **Initiative and enterprise** skills to use opportunities to extend and maintain knowledge about industry; make recommendations within scope of practice and role
- **Self management** skills to maintain confidentiality
- **Technology** skills to carry out internet based research about Australian health system
<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCPRT001</td>
<td>Identify and respond to children at risk</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to implement work practices that support the protection of children and young people; respond to disclosure, information or signs and symptoms; work with consideration of legislation, service policies and procedures and ethical guidelines
- **Reading** skills to access and interpret forms; engage with regulations; engage with legislation and duty of care requirements; read and interpret organisational procedures
- **Writing** skills to record relevant and specific details related to harm, in accordance with guidelines; document detail of possible risk of harm in a non-judgemental way; produce reports
- **Oral communication** skills to ask open and non-leading questions to explore protective issues; gather information through questioning
- **Numeracy** skills to record dates an numerical detail related to possible harm

**Summary of key employability skills**

- **Teamwork** to work collaboratively with relevant agencies to ensure maximum effectiveness of report
- **Problem solving** skills to identify signs of abuse and neglect by observing symptoms
- **Self management** skills to maintain confidentiality
- **Technology** skills to produce computer-based reports
<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCSOH002</td>
<td>Manage and maintain tenancy agreements and services</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to manage and maintain tenancy agreements; work within relevant national and state/territory legislation, including residential tenancy legislation; work within organisational procedures and policies; use appropriate mediation principles and resolution procedures; facilitate appeals processes;
- **Reading** skills to engage with legislation and procedures relevant to role
- **Writing** skills to complete property condition reports; inform clients and landlords of their rights; execute agreements; complete termination documentation; document appeals decisions
- **Oral communication** skills to provide information about tenancy agreements, rent payment systems and housing provider expectations; inform clients and landlords of their rights; negotiate with tenant advocates and legal representatives; maintain records about complaints; consult with relevant people and agencies; mediate between parties to attempt mutually accepted resolutions
- **Numeracy** skills to manage bonds; manage rental accounts and rental bonds

**Summary of key employability skills**

- **Problem solving** skills to engage with appeals processes; respond to people who are experiencing homelessness or who are at risk of homelessness
- **Initiative and enterprise** skills to understand differences between and reasons for termination and eviction; respond to complaints; terminate tenancy agreements; follow eviction procedures; identify crisis situations; determine reasons for tenancy termination; provide support and referrals; gather information on changes in circumstances; investigate complaints
- **Planning and organising** skills to provide information about rental agreements, payment systems, maintenance systems, grievance procedures and other services; arrange interviews
- **Self management** skills to understand definitions and impact of homelessness; maintain confidentiality;
- **Technology skills** to research information relevant to role; communicate electronically; produce reports

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCSOH008</td>
<td>Manage head lease</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to develop leasehold acquisition strategies; inspect and assess properties; manage the acquisition of property head-leased from the private rental market; manage end of lease requirements
- **Reading** skills to undertake research about local properties; work within residential tenancy and property legislation and principles
- **Writing** skills to prepare head tenancy agreements; prepare tenancy documentation; keep records of tenancies
- **Oral communication** skills to build relationships with landlords and agents; negotiate end of tenancy issues; discuss and resolve insurance issues
- **Numeracy** skills to research market conditions; work within identified budgets; monitor income stream projections; manage finances of head lease
Summary of key employability skills

- **Initiative and enterprise** skills to acquire leasehold properties; communicate rights and responsibilities of tenants and landlords
- **Planning and organising** skills to carry out regular inspections
- **Technology skills** to conduct property research; produce agreements and reports

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCSOH009</td>
<td>Develop quality systems in line with registration standards</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Summary of key ACSF skills

- **Learning** skills to contribute to implementation of codes, policies and procedures that reflect the current legislative standards and requirements; work within good governance principles; contribute to the development of business plans; develop, monitor and review continuous improvement processes; develop quality systems in line with registration standards
- **Reading** skills to engage with registration standards, legislation, policies and procedures
- **Writing** skills to develop policies, procedures and strategies for a social housing organisation; develop and maintain a resource kit for governing body; develop and maintain policies, procedures and good practice guidelines; develop position descriptions; document management and maintenance systems
- **Oral communication** skills to negotiate agreements; provide reports and updates
- **Numeracy** skills to maintain long term financial solvency; plan time and work within timeframes; develop and implement systems to review rent modelling, staff wages

Summary of key employability skills

- **Problem solving** skills to determine risks, control measures and continuous improvement processes;
- **Initiative and enterprise** skills to establish authority and accountability for management of risks; establish communication systems for and between governing body, management and staff; develop and implement systems to oversee management and maintenance of housing stock; oversee management of housing stock
- **Technology skills** to establish and maintain accurate record keeping

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCSOH011</td>
<td>Develop social housing enterprise opportunities</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Summary of key ACSF skills

- **Learning** skills to identify and investigate business opportunities; develop business ideas and options; implement structures to oversee business developments; evaluate business opportunities; conduct risk assessments; use project management principles; work within relevant legislation, regulations, policies and procedures; monitor work
- **Reading** skills to engage with relevant policies, procedures and legislation
- **Writing** skills to communicate business strategies, roles and responsibilities; maintain records; develop contracts; write funding submissions; document policies and procedures
- **Oral communication** skills to negotiate business plans
- **Numeracy** skills to undertake feasibility study to determine likely viability; assess business opportunities in line with returns and resource available; identify, assess and calculate costs and prepare budgets; develop timeframes; implement taxation requirements; maintain financial records; collect and evaluate data to meet the meet needs of decision-makers, funding organisations and other stakeholders
Summary of key employability skills

- **Problem solving** skills to assess risks involved in business opportunities; involve stakeholders in risk management
- **Initiative and enterprise** skills to establish feedback mechanisms

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCSOH012</td>
<td>Acquire properties by purchase or transfer</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

Summary of key ACSF skills

- **Learning** skills to carry out due diligence processes; negotiate transfer of property to social housing; work within legislative requirements to acquire property; work in line with organisational policies and procedures
- **Reading** skills to engage with agreements, settlement documents; legal transfer documents
- **Writing** skills to formulate draft transfer agreement terms and conditions; instruct legal consultants to prepare draft agreements; issue instructions for property inspection; convey decisions in writing; prepare contracts; prepare settlement documents; produce reports
- **Oral communication** skills to negotiate terms and conditions with agent or relevant party; liaise with relevant parties about upgrades and maintenance
- **Numeracy** skills to confirm financial aspects of agreement; organise deposit; arrange finances; conduct feasibility studies

Summary of key employability skills

- **Initiative and enterprise** skills to engage with economic information related to the property industry
- **Technology skills** to produce complex documents; maintain property management system
<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTAAP001</td>
<td>Recognise healthy body systems</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to use and interpret health terminology about the normal structure, function and location of major body systems; uses scaffolding strategies to build knowledge about basic structure and functions of body systems and the processes, systems and resources required by the body to support healthy functioning; makes connections between ideas and information.
- **Reading** skills to access information about the structure and functions of body systems.
- **Oral communication** skills to use and interpret health terminology about the normal structure, function and location of major body systems; use and interpret information that relates to the interrelationships between major components of each body system and other structures; share information about healthy functioning of the body.
- **Numeracy** skills to interpret diagrams related to body systems.

**Summary of key employability skills**

- **Problem solving** skills to review factors that contribute to maintenance of a health body; evaluate how the relationships between different body systems affect and support body functioning.
- **Initiative and enterprise** skills to locate sources of information.
- **Technology skills** to search and access computer based information.

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTAAP003</td>
<td>Analyse and respond to client health information</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to apply a detailed understanding of anatomy, physiology and pathophysiology of disease.
- **Reading** skills to analyse client health information; interpret client test results; work within organisational policies and procedures.
- **Writing** skills to document action plans; note implications of contradictions in relation to health assessment findings; use anatomical and medical terminology.
- **Oral communication** skills to plan and provide services to clients; use anatomical and medical terminology.
- **Numeracy** skills to analyse client health information; recognise normal readings and findings on tests, observations and physical assessments; understand chemistry related to metabolism, respiration, pH.

**Summary of key employability skills**

- **Teamwork** to…
- **Problem solving** skills to recognise signs and symptoms of common clinical conditions.
- **Initiative and enterprise** skills to recognise the impact of interventions.
- **Planning and organising** skills to plan services for clients.
- **Self management** skills to….
- **Technology skills** to use health assessment equipment.
### HLTAID003 Provide first aid

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to work in accordance with established first aid principles and ARC guidelines; monitor casualty’s condition; recognise possible psychological impacts on self or others; conduct a visual assessment
- **Reading** skills to engage with guidelines and procedures
- **Writing** skills to report incident as appropriate
- **Oral communication** skills to seek assistance from emergency response services; show respect to casualty; obtain permission where possible; report incident as appropriate; participate in debriefing; conduct a verbal assessment
- **Numeracy** skills to estimate weights for safe manual handling; conduct cardiopulmonary resuscitation

**Summary of key employability skills**

- **Problem solving** skills to identify, assess and manage hazards to health and safety of self and others; assess the casualty and the need for first aid response
- **Initiative and enterprise** skills to recognise emergency situation; respond to an emergency situation
- **Self management** skills to show respect for casualty; maintain confidentiality
- **Technology skills** to operate first aid equipment

---

### HLTAID004 Provide an emergency first aid response in an education and care setting

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTAID004</td>
<td>Provide an emergency first aid response in an education and care setting</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to work in accordance with established first aid principles and ARC guidelines; monitor casualty’s condition; recognise possible psychological impacts on self or others; conduct a visual assessment
- **Reading** skills to locate and interpret guidelines, policies and procedures
- **Writing** skills to report incident as appropriate
- **Oral communication** skills to seek assistance from emergency response services; show respect to casualty; obtain permission where possible; report incident as appropriate; participate in debriefing; conduct a verbal assessment; report details of incidents involving children and babies to parents and/or caregivers; talk to children about emotions and responses to events
- **Numeracy** skills to estimate weights for safe manual handling; conduct cardiopulmonary resuscitation

**Summary of key employability skills**

- **Problem solving** skills to identify, assess and manage hazards to health and safety of self and others; assess the casualty and the need for first aid response
- **Initiative and enterprise** skills to recognise emergency situation; respond to an emergency situation
- **Self management** skills to show respect for casualty; maintain confidentiality
- **Technology skills** to operate first aid equipment
<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTINF004</td>
<td>Manage control of infection</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

Summary of key ACSF skills

- **Learning** skills to develop compliant infection prevention and control systems; monitor infection and prevention control systems; work within infection control regulations and standards; facilitate training about infection control; monitor effectiveness of infection prevention and control procedures;
- **Reading** skills to access and analyse compliance documentation; engage with information about infection prevention and control
- **Writing** skills to develop and document infection control procedures; develop reports; develop risk assessment tools and procedures
- **Oral communication** skills to communicate responsibilities to relevant people; consult with colleagues; seek feedback
- **Numeracy** skills to engage with infection control processes

Summary of key employability skills

- **Problem solving** skills to monitor infection and prevention control systems; develop processes for risk control; identify action improvements
- **Initiative and enterprise** skills to establish systems for infection control; establish risk assessment and hazard identification tools; establish incident reporting and investigation procedures
- **Planning and organising** skills to collate and evaluate information
- **Self management** skills to review incidents
- **Technology** skills to prepare reports and documents; engage with computer-based record-keeping systems
### Unit code: HLTMSG001  
#### Unit title: Develop massage practice

<table>
<thead>
<tr>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to review and reflect on information about massage, from a range of sources; develop goals for own practice; work within legal and ethical guidelines, including codes of conduct and insurance requirements
- **Reading** skills to engage with information about massage from a range of sources; access and interpret information about complementary therapies and allied health services and their relationship to massage; engage with treatment plans
- **Writing** skills to complete treatment plans
- **Oral communication** skills to communicate key messages about massage

**Summary of key employability skills**

- **Problem solving** skills to recognise indicators of abuse
- **Initiative and enterprise** skills to identify and assess professional opportunities in massage
- **Self management** skills to establish a personal health strategy that supports massage practice

### Unit code: HLTMSG002  
#### Unit title: Assess client massage needs

<table>
<thead>
<tr>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to manage information about clients; follow hygiene protocols; work within legal and ethical guidelines; work within role boundaries; use physical assessment techniques
- **Reading** skills to engage with case histories; information about physiology, muscle anatomy, the skeleton; joints
- **Writing** skills to accurately document health record in line with organisational standards
- **Oral communication** skills to clarify client expectations; seek information with sensitivity and respect; carry out an assessment; obtain consent; communicate about treatment plan; respond to enquiries; engage in decision making
- **Numeracy** skills to assess client through palpitation; measure oils and balms; access diagrammatic information about body systems

**Summary of key employability skills**

- **Problem solving** skills to identify and respond to any barriers
- **Initiative and enterprise** skills to assess client through palpation, observation and range of motion testing
- **Self management** skills to maintain privacy
- **Technology** skills to use appropriate equipment and resources for massage, including adjustable height massage table, bolsters
<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTMSG003</td>
<td>Perform remedial massage musculoskeletal assessments</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

### Summary of key ACSF skills

- **Learning** skills to manage information about clients; follow hygiene protocols; work within legal and ethical guidelines; work within role boundaries; manage remedial massage musculoskeletal assessments; use physical assessment techniques
- **Reading** skills to engage with case histories; engage with information about physiology, muscle anatomy, the skeleton; joints; engage with information about individual health
- **Writing** skills to accurately document health record in line with organisational standards
- **Oral communication** skills to clarify client expectations; seek information with sensitivity and respect; carry out an assessment; obtain consent; communicate about treatment plan; respond to enquiries; engage in decision making
- **Numeracy** skills to assess client using various assessment techniques including strength tests, ROM tests, temperature; measure oils and balms; access diagrammatic information about body systems

### Summary of key employability skills

- **Problem solving** skills to identify and respond to any barriers
- **Initiative and enterprise** skills to assess client through palpation, observation and range of motion testing
- **Planning and organising** skills to carry out assessments
- **Self management** skills to maintain privacy
- **Technology skills** to use assessment instruments; appropriate equipment and resources for massage, including adjustable height massage table, bolsters

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTMSG004</td>
<td>Provide massage treatments</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

### Summary of key ACSF skills

- **Learning** skills to follow established protocols for massage; use various massage techniques and sequences; use established massage assessment frameworks; provide and manage massage treatment for males and females
- **Reading** skills to engage with treatment plan and case history
- **Writing** skills to document treatment details and recommendations
- **Oral communication** skills to outline how the treatment will be provided and manage, based on the assessment and agreed treatment approach; explain factors that may interfere with the effectiveness of the treatment; inform client of possible reactions; elicit feedback during and after massage; answer queries
- **Numeracy** skills to work within a schedule; respond to body temperatures; use heat packs

### Summary of key employability skills

- **Problem solving** skills to adjust treatment techniques based on feedback; interpret reactions to treatment
- **Initiative and enterprise** skills to provide advice; work with awareness of body endangerment sites
- **Self management** skills to maintain client dignity; maintain confidentiality
- **Technology skills** to use appropriate resources and technology, including adjustable height massage table
<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTMSG005</td>
<td>Provide remedial massage treatments</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

- **Learning** skills to follow established protocols for massage and work within legal and ethical requirements; use various massage techniques and sequences for remedial massage; use established massage assessment frameworks; provide and manage massage treatment for males and females at different stages of life
- **Reading** skills to engage with treatment plan and case history; engage with information about remedial massage, physiology, muscle anatomy, the skeleton, joints
- **Writing** skills to document treatment details and recommendations
- **Oral communication** skills to outline how the treatment will be provided and manage, based on the assessment and agreed treatment approach; explain factors that may interfere with the effectiveness of the treatment; inform client of possible reactions; elicit feedback during and after massage; answer queries
- **Numeracy** skills to work within a schedule; respond to body temperatures; use heat packs; interpret body system diagrams

**Summary of key employability skills**

- **Problem solving** skills to adjust treatment techniques based on feedback; interpret and respond to reactions to treatment
- **Initiative and enterprise** skills to provide advice; work with awareness of body endangerment sites; use varied massage techniques; apply techniques in varied positions
- **Self management** skills to maintain client dignity; maintain confidentiality
- **Technology skills** to use appropriate resources and technology, including adjustable height massage table

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTMSG006</td>
<td>Adapt remedial massage practice to meet specific needs</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summary of key ACSF skills**

- **Learning** skills to adapt remedial massage treatments to meet specific needs; conduct case specific research; develop and adjust practices as part of on-going practice development; work within legal and ethical guidelines; work with male and female clients; work with clients over 65
- **Reading** skills to identify, access and interpret sources of information to inform practice; engage with treatment plans, case history, consent forms
- **Writing** skills to document the assessment; document the treatment plan; integrate research findings into treatment plan
- **Oral communication** skills to obtain consents; discuss treatments; seek advice; adapt communication strategies to meet client needs
- **Numeracy** skills to use assessment equipment effectively; work within a schedule; respond to body temperatures; use heat packs; interpret body system diagrams

**Summary of key employability skills**

- **Problem solving** skills to tailor approaches to take client needs and stage of life into account; respond to unfamiliar presentations
- **Initiative and enterprise** skills to recognise norms and deviations associated with age and gender; refer clients when presenting cases fall outside knowledge base or expertise
- **Technology** skills to conduct internet/intranet based research; use appropriate resources and technology, including adjustable height massage table
### Summary of key ACSF skills

- **Learning** skills to monitor and evaluate client treatments; adjust treatment based on plan; pro-actively seek and respond to professional development opportunities
- **Reading** skills to locate and engage with research about massage therapy, principles and techniques; engage with treatment plans and case histories
- **Writing** skills to accurately document progress in client treatment plan; document adjustments to treatment plans
- **Oral communication** skills to seek client feedback about treatment impacts
- **Numeracy** skills to use assessment equipment effectively; work within a schedule

### Summary of key employability skills

- **Problem solving** skills to determine the need for adjustments; identify and respond to factors that inhibit client progress; determine evaluation criteria for remedial massage
- **Initiative and enterprise** skills to make observations and assessment of client changes, based on massage framework;
- **Technology skills** to conduct internet/intranet based research; use appropriate resources and technology, including adjustable height massage table
<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTWHS001</td>
<td>Participate in work health and safety</td>
<td>3</td>
<td>2</td>
<td>–</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

### Summary of key ACSF skills
- **Learning** skills to follow workplace policies and procedures; follow emergency procedures; contribute to the development and implementation of safe workplace policies and procedures; conduct a risk assessment; follow standard precautions to minimise spread of infection
- **Reading** skills to access and interpret workplace policies and procedures
- **Oral communication** skills to report risks, hazards and incidents; raise issues with supervisor; participate in workplace safety meetings
- **Numeracy** skills to interpret safety signs and plans

### Summary of key employability skills
- **Initiative and enterprise** skills to take actions to maintain safe housekeeping practices in own work area; identify incidents
- **Self management** skills to identify ways to maintain currency of own safe work practices; reflect on own levels of stress and fatigue

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTWHS002</td>
<td>Follow safe work practices for direct client care</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

### Summary of key foundation skills
- **Learning** skills to follow manual handling procedures and work instructions; apply control measures to minimise risks; follow standard precautions to minimise spread of infection
- **Reading** skills to access and follow workplace policies and procedures
- **Writing** skills to record risks and behaviours of concern, according to organisational guidelines
- **Oral communication** skills to report risks and hazards
- **Numeracy** skills to estimate weights and follow safe manual handling procedures; interpret signs and symbols

### Summary of key employability skills
- **Problem solving** skills to identify hazards and risks; identify client-related risk factors or behaviours of concern; apply additional precautions when standard precautions may not be sufficient to prevent spread of infection
- **Initiative and enterprise** skills to recognise when additional infection control measures are required

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTWHS004</td>
<td>Manage work health and safety</td>
<td>4</td>
<td>3</td>
<td>3/4</td>
<td>4</td>
<td>–</td>
</tr>
</tbody>
</table>

### Summary of key ACSF skills
- **Learning** skills to establish work, health and safety practices; facilitate cooperation; implement and monitor training programs to ensure WHS requirements are met; monitor WHS reporting; evaluate WHS record-keeping policies and procedures for compliance with legislative requirements
- **Reading** skills to engage with state/territory WHS regulations, relevant codes of practice and workplace procedures;
- **Writing** skills:
  - at ACSF level 3 to update plans; complete and record workplace risk assessments
  - at ACSF level 4 to develop procedures for ongoing hazard identification, and assessment and control of risks; document outcomes of consultation; develop procedures for WHS record keeping; develop a WHS action plan

- **Oral communication** skills to request expert advice; facilitate consultation and communication; provide advice about WHS issues; consult with work group to determine priorities; accurately present information to group

### Summary of key employability skills

- **Problem solving** skills to identify barriers to improvement; develop risk controls and measures
- **Initiative and enterprise** skills to establish processes to monitor achievement
- **Planning and organising** skills to develop consultative activities
- **Technology** skills to circulate information

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTWHS006</td>
<td>Manage personal stressors in the work environment</td>
<td>3</td>
<td>2/3</td>
<td>2/3</td>
<td>3</td>
<td>–</td>
</tr>
</tbody>
</table>

### Summary of key ACSF skills

- **Learning** skills recognise sources of stress in own role; identify and adopt strategies to balance work/life priorities; monitor, review and evaluate the effectiveness of stress management strategies
- **Reading** skills to engage with stress management plan
- **Writing** skills to document stress management plan
- **Oral communication** skills to communicate about workload variations, difficulties and stressors; access resources for support to manage stress

### Summary of key employability skills

- **Problem solving** skills to adjust stress management strategies to meet outcomes of stress management plan
- **Planning and organising** skills to develop a personal stress management plan that responds to identified triggers and stresses; organise own workload to minimise stress
- **Self management** skills to identify strategies to effectively prevent, reduce and manage stress
Appendix B

Foundation skills summary for CHC30113 Certificate III in Early Childhood Education and Care

This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children’s wellbeing, learning and development. Depending on the setting, educators may work under direct supervision or autonomously.

The following summary is indicative of the foundation skills identified in the core units of competency of this qualification. The summary includes core skills from the ACSF and employability skills. (Note that the skills of Learning and Communication overlap between the two sets of skills).

Summary of key ACSF skills

The key ACSF skills included in the core units for this qualification include:

- **Learning** skills:
  - at ACSF level 3 to work within identified policies, protocols and procedures; be aware of own personal values and attitudes; plan and implement supportive environments for children; implement appropriate health and safety procedures; promote physical care, activity and healthy eating; to use safe hygiene practices; to support physical, social, emotional and cognitive development of children; engage with principles of introductory level child development for children; conduct a risk assessment; follow standard precautions to minimise spread of infection; understand cultural competence
  - at ACSF level 4 to demonstrate an understanding of the legal responsibilities and obligations of the work role; contribute to the development of policies and protocols; work in accordance with established first aid principles and ARC guidelines; monitor casualty’s condition; recognise possible psychological impacts on self or others

- **Reading** skills:
  - at ACSF level 3 to check authorisation forms to administer medicine; access and interpret relevant procedures; to access and interpret child records; accurately read and interpret medication packaging and dosage instructions and any other relevant medical information; access and interpret food labels and identify ingredients of concern; read food safety procedures; interpret dietary requirements; engage with approved learning frameworks; access and interpret Dietary Guidelines for Children and Adolescents in Australia and the Australian Guide to Healthy Eating, including Get Up and Grow: Healthy Eating and Physical Activity for Early Childhood resources; to read stories to children
  - at ACSF level 4 to access and engage with key statutory and regulatory requirements relevant to role

- **Writing** skills:
  - at ACSF level 2 to complete medication records
  - at ACSF level 3 to document how the learning framework is demonstrated in the service; document involvement with the learning framework; record observations in line with service requirements, in an unbiased way; document the type and level of collaboration with other organisations

- **Oral communication** skills:
  - at ACSF level 2 raise issues with supervisor; participate in workplace safety meetings
  - at ACSF level 3 to skills to seek clarification about work; agreement from client before providing services; clarify instructions; report issues; refer clients to advocacy services; interact in culturally appropriate ways; to interact with families; share information about child’s rest and sleep, health and hygiene; to encourage children to
communicate, listen and treat others with respect; discuss work with supervisor; seek assistance where required
- at ACSF level 4 to liaise with staff from relevant organisations on a formal basis; negotiate about collaborations

- **Numeracy** skills:
  - at ACSF level 2 to interpret safety signs and plans; to encourage children to engage with numbers, symbols, time, money; to work within a schedule
  - at ACSF level 3 to check use-by dates of medication; correctly calculate medication dosages for common measurements including milligrams (mg) and millilitres (ml); to interpret and apply weights and measures in relation to food preparation; prepare formula; estimate weights for safe manual handling; interpret schedules; conduct cardiopulmonary resuscitation

### ACSF mapping of core units

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCLEG001</td>
<td>Work legally and ethically</td>
<td>4</td>
<td>4</td>
<td>–</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>CHCECE001</td>
<td>Develop cultural competence</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>CHCECE002</td>
<td>Ensure the health and safety of children</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CHCECE003</td>
<td>Provide care for children</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>CHCECE004</td>
<td>Promote and provide healthy food and drinks</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CHCECE005</td>
<td>Provide care for babies and toddlers</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CHCECE007</td>
<td>Develop positive and respectful relationships with children</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>CHCECE009</td>
<td>Use an approved learning framework to guide practice</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>CHCECE010</td>
<td>Support the holistic development of children in early childhood</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>CHCECE011</td>
<td>Provide experiences to support children's play and learning</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>CHCECE013</td>
<td>Use information about children to inform practice</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>CHCPRT001</td>
<td>Identify and respond to children and young people at risk</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>–</td>
</tr>
<tr>
<td>HLTAID004</td>
<td>Provide an emergency first aid response in an education and care setting</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in work health and safety</td>
<td>3</td>
<td>2</td>
<td>–</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>Work legally and ethically</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>–</td>
</tr>
</tbody>
</table>

**Summary of key employability skills**

The key employability skills included in the core units for this qualification include:

- **Teamwork** to work in collaboration with others to apply the principles and practices of the learning framework
- **Problem solving** skills to recognise potential ethical issues and dilemmas; resolve issues; recognise unethical behaviour and conflicts of interest; to remove any hazards; to identify and respond to requirements related to allergies, medical conditions, cultural and religious requirements; to monitor babies for signs of hunger, distress pain, tiredness and provide...
physical comfort as appropriate; to identify aspects of poor early childhood development; implement safety measures to minimise risks for children and others

- **Initiative and enterprise** skills to manage complaints; identify any historical issues in relation to Aboriginal and/or Torres Strait Islander people; support children’s and families’ cross-cultural relationships; to carry out food-handling, preparation and storage according to requirements; recognise symptoms of poor diet; comfort children; support children to develop skills to self-regulate; to identify benefits of networking and collaboration; initiate actions to maintain safe housekeeping practices in own work area

- **Planning and organising** skills to plan and implement supportive environments for children; to provide quiet play activities for children who do not rest; provide a variety of experiences and environments to support learning

- **Self management** skills to maintain confidentiality; protect rights of client; be non-judgemental; reflect on contemporary impacts of historical issues including those relating to Aboriginal and/or Torres Strait Islander people; to model healthy eating and good nutrition practices; to be unbiased and refrain from negative labelling of children; to identify ways to maintain currency of own safe work practices; reflect on own levels of stress and fatigue

- **Technology** skills to carry out internet/intranet based research; research established networks in area of work; operate first aid equipment

*Note: Employability skills do not have levels.*
Foundation skills summary for CHC32015 Certificate III in Community Services

This qualification reflects the role of entry level community services workers who support individuals through the provision of person-centred services. Work may include day-to-day support of individuals in community settings or support the implementation of specific community-based programs.

At this level, work takes place under the direction of others and supervision may be direct or indirect. Work may take place in a range of community services organisations.

The following summary is indicative of the foundation skills identified in the core units of competency of this qualification. The summary includes core skills from the ACSF and employability skills. (Note that the skills of Learning and Communication overlap between the two sets of skills).

Summary of key ACSF skills

The key ACSF skills included in the core units for this qualification include:

- **Learning** skills at ACSF level 3 to work with legal and ethical requirements as applied in an organisation and for individual practice; identify the impact of, and interrelationships between issues that relate to health, social and cultural well-being; collect and analyse information; understand the organisation's structure and different models used to support client services; understand cultural competence; understand rights and responsibilities of workers, employers and clients; understand key aspects of Aboriginal and Torres Strait Islander culture; identify potential needs of marginalised groups; follow standard precautions to minimise spread of infection

- **Reading** skills:
  - at ACSF level 2 to follow key information in organisational policies and procedures presented in a simple format
  - at ACSF level 3 to read and interpret documents relating to work role, including information presented in different formats (paragraphs, charts, etc); to engage with information about diversity

- **Writing** skills to record risks and behaviours of concern and to document a stress management plan, according to organisational guidelines, which may include:
  - at ACSF level 2 to produce simple, checklist style reports adding short phrases or short sentences, using appropriate vocational language
  - at ACSF level 3 to complete reports using clear, accurate and objective language, sequencing ideas in sentences and short paragraphs with consistent grammar, spelling and punctuation, to organisational standards

- **Oral communication** skills:
  - at ACSF level 2 to communicate straight-forward information; clarify instructions and respond to requests from colleagues and clients; report issues to supervisor
  - at ACSF level 3 to clearly communicate service information; diffuse and resolve conflict situations; report issues and discuss difficulties with supervisor; seek feedback about areas requiring skill and knowledge development; use communication techniques appropriate to situation, taking into account grammar, speed and pronunciation; interpret non-verbal communication; define boundaries and establish trust and respect; assist the client to identify areas of concern; discuss options for services and assist client to make decisions; motivate, support and encourage the client; communicate about workload variations, difficulties and stressors

- **Numeracy** skills:
  - at ACSF level 2 to interpret signs and symbols; work within a schedule
  - at ACSF level 3 to estimate weights for safe manual handling; interpret charts

ACSF mapping of core units

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCCS016</td>
<td>Respond to client needs</td>
<td>3</td>
<td>2</td>
<td>–</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>CHCCOM005</td>
<td>Communicate and work in health or community services</td>
<td>3</td>
<td>2/3</td>
<td>3</td>
<td>3</td>
<td>–</td>
</tr>
</tbody>
</table>
Summary of key employability skills

The key employability skills included in the core units for this qualification include:

- **Teamwork** to work effectively with others
- **Problem solving** skills to apply control measures to minimise risks; seek information from a range of sources to identify client’s presenting issues; to identify early signs of complicated or difficult situations; to identify issues that may cause misunderstandings or difficulties and make an effort to sensitively resolve issues; to identify hazards and risks; identify client-related risk factors or behaviours of concern; apply additional precautions when standard precautions may not be sufficient to prevent spread of infection
- **Initiative and enterprise** skills to identify indicators of harm or neglect; recognise when client needs exceed limitation of service and respond and refer within guidelines; promote and model changes to improved work practice and procedures; research resources to support individuals and organisations to embrace and respond to diversity; recognise when additional infection control measures are required
- **Planning and organising** skills to identify and prioritise client’s needs and available sources of assistance; follow duty of care obligations; identify need for additional support; prioritise client needs and available sources of assistance; work within timeframes; develop a personal stress management plan that responds to identified triggers and stresses; organise own workload to minimise stress
- **Self management** skills to follow confidentiality protocols; exchange communication in a timely manner; work with an awareness of own limitations; value diversity; identify strategies to effectively prevent, reduce and manage stress; identify own social and cultural perspectives and biases; reflect on own abilities to work inclusively with understanding of others; recognise sources of stress in own role; identify and adopt strategies to balance work/life priorities
- **Technology** skills to complete workplace documents and utilise digital media for work; send and receive emails

*Note: Employability skills do not have levels.*
Foundation skills summary for CHC33015 Certificate III in Individual Support

This qualification reflects the role of workers in the community and/or residential setting who follow an individualised plan to provide person-centred support to people who may require support due to ageing, disability or some other reason. Work involves using discretion and judgement in relation to individual support as well as taking responsibility for own outputs. Workers have a range of factual, technical and procedural knowledge, as well as some theoretical knowledge of the concepts and practices required to provide person-centred support.

The following summary is indicative of the foundation skills identified in the core units of competency of this qualification. The summary includes core skills from the ACSF and employability skills. (Note that the skills of Learning and Communication overlap between the two sets of skills).

Summary of key ACSF skills

The key ACSF skills included in the core units for this qualification include:

- **Learning** skills at ACSF Level 3 to work within legal and ethical guidelines and organisational policies and procedures; respond to legal and ethical issues; implement basic principles of person-centred care; to understand basic human needs, human development across the lifespan, individual differences, and basic requirements of good health; work within required service delivery models and standards; to identify own social and cultural perspectives and biases; understand cultural competence; identify key areas of diversity and their characteristics; identify potential needs of marginalised groups; to follow manual handling procedures and work instructions; apply control measures to minimise risks; follow standard precautions to minimise spread of infection; use and interpret health terminology; uses scaffolding strategies to build knowledge about basic structure and functions of body systems

- **Reading** skills:
  - at ACSF level 2 to access and follow straight-forward workplace policies and procedures
  - at ACSF level 3 to access and interpret sources of information about legal and ethical requirements related to job role; read and interpret individualised plans; accurately read and interpret medication packaging and dosage instructions; follow policies, procedures and protocols; engage with information about independent living and well being

- **Writing** skills:
  - at ACSF Level 2 to maintain checklists and complete familiar, routine documentation with short, simple phrases, according to organisational requirements
  - at ACSF Level 3 to complete reports and documentation with sentences and some specialised vocabulary, according to organisational requirements

- **Oral communication** skills:
  - at ACSF Level 3 to establish, develop and maintain effective relationships, trust and confidence; use strategies (both verbal and non-verbal) to overcome language barriers; seek assistance from interpreters; use and interpret health terminology about the normal structure, function and location of major body systems; discuss dilemmas; share feedback with others; confirm individualised plan details and aspects of the plan; report risks and issues with care; to promote and encourage participation; promote self-esteem and confidence; report hazards; report indicators of abuse or neglect; report situations beyond scope of own role; seek feedback about areas requiring skill and knowledge development; use communication techniques appropriate to situation, taking into account grammar, speed and pronunciation; interpret non-verbal communication
  - at ACSF level 4 to diffuse and resolve conflict situations

- **Numeracy** skills:
  - at ACSF level 2 to interpret signs and symbols; work within a schedule; interpret diagrams related to body systems
  - at ACSF level 3 to estimate weights for safe manual handling; interpret charts; engage with the individualised plan; interpret medication dosages; measure effectiveness of responses
ACSF mapping of core units

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCCS015</td>
<td>Provide individualised support</td>
<td>3</td>
<td>3</td>
<td>2/3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CHCCCS023</td>
<td>Support independence and well being</td>
<td>3</td>
<td>3</td>
<td>2/3</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>CHCCOM005</td>
<td>Communicate and work in health or community services</td>
<td>3</td>
<td>2/3</td>
<td>3</td>
<td>4</td>
<td>–</td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>Work with diverse people</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>CHCLEG001</td>
<td>Work legally and ethically</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>HLTAAP001</td>
<td>Recognise healthy body systems</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>HLTWHS002</td>
<td>Follow safe work practices for direct client care</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Summary of key employability skills

The key employability skills included in the core units for this qualification include:

- **Teamwork** to work effectively with others
- **Problem solving** skills to identify and report potential risks and aspects of the individualised plan that may need review; identify issues that may cause misunderstandings or difficulties and make an effort to sensitively resolve issues; to identify hazards and risks; identify client-related risk factors or behaviours of concern; recognise dilemmas and conflicts of interest; respond appropriately to legal and ethical issues; to identify signs of abuse and indicators of emotional concerns and issues; to identify early signs of complicated or difficult situations
- **Initiative and enterprise** skills to locate sources of information; research resources to support individuals; recognise when additional infection control measures are required; to identify issues that impact health and well being; promote and facilitate opportunities for participation in activities; support person to identify and acknowledge their strengths and self-care capacity; assist person to identify opportunities to utilise strengths
- **Planning and organising** skills to consider person’s individual needs, stage of life and strengths when engaging in support activities
- **Self management** skills to work with an awareness of own limitations; value diversity; to identify work practice improvements to enhance responsiveness to legal and ethical requirements; to maintain confidentiality and privacy; recognise and respect person’s social, cultural and spiritual preferences, which may be different to own
- **Technology** skills to search and access computer based information; complete workplace documents and utilise digital media for work

*Note: Employability skills do not have levels.*

AGEING specialisation

Summary of key ACSF skills

The key ACSF skills included in the specialisation units include:

- **Learning** skills
  - at ACSF level 3 to work within organisational policies, protocols and guidelines; understand legal and ethical considerations for working with older people; understand key issues facing older people and implications for work in the aged care sector; work with a person-centred approach
  - at ACSF Level 4 to identify dementia as a progressive neurological condition, including pathological features
- **Reading** skills:
  - at ACSF level 2 to access the individualised plan
- at ACSF level 3 to access information about the structure and profile of the aged care sector; access information about issues facing older people, including dementia
- **Writing** skills to complete and maintain records and documentation according to organisational protocols:
  - at ACSF Level 2 to maintain checklists and complete familiar, routine documentation with short, simple phrases, according to organisational requirements
  - at ACSF Level 3 to complete reports and documentation with sentences and some specialised vocabulary, according to organisational requirements; to report abuse (with assistance)
- **Oral communication** skills
  - at ACSF level 3 to maintain positive and respectful relationships; report signs of abuse or neglect; confirm requirements outlined in individualised plan with supervisor; discuss and confirm person’s preferences for personal support; support and guide family, carers and relevant others; provide reassurance
  - at ACSF level 4 to discuss risks and potential risks associated with ageing; to utilise verbal and non-verbal strategies to engage with and support person living with dementia; gain cooperation
- **Numeracy** skills at ACSF level 3 to work within appropriate timeframes; to estimate weights for safe manual handling

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCAGE001</td>
<td>Facilitate the empowerment of older people</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>CHCAGE005</td>
<td>Provide support to people living with dementia</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CHCCCS011</td>
<td>Meet personal support needs</td>
<td>3</td>
<td>2</td>
<td>2/3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summary of key employability skills**
The key employability skills included in the specialisation units include:
- **Teamwork** to share information with other carers; contribute to discussions about support
- **Problem solving** skills to recognise signs of financial, physical or emotional abuse or neglect; identify common indicators and symptoms of dementia; identify behaviours of concern and potential triggers; to identify risks associated with the provision of support; respond to routine difficulties in providing personal support; identify and utilise aids and modifications to assist with independent living
- **Initiative and enterprise** skills to promote empowerment along with trust and goodwill; encourage engagement with living activities; identify opportunities that maximise engagement and promote a healthy lifestyle; use validation strategies to relieve distress and agitation; identify changes in the person’s health or personal support requirements
- **Planning and organising** skills to adjust services to meet specific needs; to plan relevant activities that enhance self-esteem and pleasure in the person’s life; organise activities to maintain independence; organise activities that acknowledge cultural likes and dislikes
- **Self management** skills to maintain confidentiality and privacy; not impose own values and attitudes; to monitor own stress levels in relation to working with people with dementia; use appropriate self care strategies and seek support where required
- **Technology** skills to carry out internet/intranet based searches for information related to job role; utilise support aids and equipment; complete simple computer-based reports

**DISABILITY specialisation**
The key ACSF skills included in the in the specialisation units include:
- **Learning** skills at Level 3 to work within a skills-based approach; understand concepts of vulnerability, power, independence and interdependence; work with consideration of legal and ethical guidelines for working with people with a disability; interpret and follow
behavioural support strategies; identify changes in person's needs and behaviours; monitor strategies to determine effectiveness; follow organisational procedures to ensure safety of person, self and others; apply principles and practices of positive behaviour support that focus on the individual; understand the impact of social devaluation on an individual's quality of life; monitor person's level of engagement; understand types of disability, history and recent developments in disability services

- **Reading** skills to access and follow development strategies outlined in the individualised plan; access information about role, current practices, philosophies and theories; read and interpret the individualised behaviour support plan; access information about community programs and resources

- **Writing** skills to record observations accurately and objectively, in consultation with supervisor, maintain documentation according to organisational requirements:
  - at ACSF Level 2 to maintain checklists and complete familiar, routine documentation with short, simple phrases, according to organisational requirements
  - at ACSF Level 3 to complete reports and documentation with sentences and some specialised vocabulary, according to organisational requirements; to report abuse (with assistance)

- **Oral communication** skills at Level 3 to utilise various communication strategies to support and engage person and their family, carers or relevant others; discuss issues and difficulties with person and relevant others; report changes in person’s needs and behaviours, and follow referral procedures in consultation with supervisor; to assist in identifying interests, abilities, preferences and requirements of the person to engage in a social network; access community participation resources, programs and agencies

- **Numeracy** skills at Level 3 to engage with information in the individualised plan; estimate weights for manual handling; interpret charts

### ACSF mapping of specialisation units

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCDIS001</td>
<td>Contribute to ongoing skills development using a strengths-based approach</td>
<td>3</td>
<td>3</td>
<td>2/3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CHCDIS002</td>
<td>Follow established person-centred behaviour supports</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CHCDIS003</td>
<td>Support community participation and social inclusion</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CHCDIS007</td>
<td>Facilitate the empowerment of people with disability</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>–</td>
</tr>
</tbody>
</table>

### Summary of key employability skills

**The key employability skills included in the specialisation units include:**

- **Problem solving** skills to identify issues with engaging or motivating the person; recognise barriers to community participation and social inclusion; to provide information on community participation options; to identify breaches of human rights; identify indications of possible abuse or neglect

- **Initiative and enterprise** skills to prompt and use principles of prompting; motivate and provide encouragement; recognise the difference between appropriate and inappropriate interventions when addressing behaviours of concern; respond to critical incidents in line with intervention and notification procedures; use positive lifestyle enhancement strategies; know when and how seek support from more experienced and qualified staff

- **Planning and organising** skills to contribute to assessments; consider person’s individual needs, strengths, capabilities and preferences when carrying out daily routines; provide a safe environment; to organise transport services, aids and equipment according to person’s preferences and needs; to deliver services that ensure rights and needs of the person are upheld

- **Self management** skills to recognise own limitations in addressing issues; seek advice when necessary
• **Technology** skills to complete routine reports to; utilise tools and equipment; work with aids and equipment appropriate for the person with a disability

**HOME AND COMMUNITY specialisation**

**Summary of key ACSF skills**

The key ACSF skills included in the in the specialisation units include:

- **Learning** skills at Level 3 to work within legal and ethical guidelines for working with people with a disability OR with older people; respect cultural needs of person; work within legal and ethical requirements for working with carers and family as required by the organisation; use a person-centred, strengths based approach
- **Reading** skills:
  - at ACSF Level 2 to review individualised plan; to follow key information in policies and procedures
  - at ACSF Level 3 to assist with understanding types of disabilities OR about issues facing older people
- **Writing** skills to document observations, complete reports to organisational standards:
  - ACSF Level 2 to maintain checklists and complete familiar, routine documentation with short, simple phrases, according to organisational requirements, including detail of follow up visits
  - ACSF Level 3 to complete reports and documentation with sentences and some specialised vocabulary, according to organisational requirements; to report abuse (with assistance)
- **Oral communication** skills at Level 3 to maintain positive and respectful relationships with person; report issues and breaches in care; assist person to communicate their personal goals and make their own choices; confirm requirements outlined in individualised plan with supervisor; discuss and confirm person’s preferences for personal support; confirm purpose and time of visits with relevant person; assure person of your identity when making visits; clarify information; negotiate the best way to implement the individual plan; report observations to supervisor
- **Numeracy** skills at Level 3 to estimate weights for safe manual handling; to assess support requirements and work in a timely fashion; to work within timeframes and schedules; engage with requirements of individualised plan

**ACSF mapping of specialisation units**

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCAGE001</td>
<td>Facilitate the empowerment of older people</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>OR</td>
<td>CHCDIS007</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td></td>
<td>CHCCCS011</td>
<td>3</td>
<td>2</td>
<td>2/3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CHCCCS025</td>
<td>3</td>
<td>2</td>
<td>–</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CHCHCS001</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summary of key employability skills**

The key employability skills included in the specialisation units include:

- **Teamwork** to work collaboratively with carers and families to provide support
- **Problem solving** skills to recognise signs of financial, physical or emotional abuse or neglect; identify and utilise aids and modifications to assist with independent living; assess and respond to issues that may impact on the physical and emotional health and well-
being of the carer; check for risks to own and other's health and safety and implement controls to manage the risks; deal with ethical dilemmas and behaviours of concern

- **Initiative and enterprise** skills to adjust own approaches to facilitate empowerment; to know when and how seek support from more experienced and qualified staff; identify opportunities that maximise engagement and promote a healthy lifestyle; to identify changes in the person's health or personal support requirements

- **Planning and organising** skills to organise visits; prepare equipment, resources and documents required for the visit; provide information to the person to assist them in meeting their personal needs; respond to need for services required by the carer to support the person requiring care

- **Self management** skills to not impose own values and attitudes; to respect confidentiality and privacy of carers, as well as the person with support needs; to respect that the work setting is a person's home

- **Technology** skills to assist people to communicate and exercise their rights; carry out internet/intranet based searches; to utilise support aids and equipment; complete simple computer-based reports
Foundation skills summary for CHC43015 Certificate IV in Ageing Support

This qualification reflects the role of support workers who complete specialised tasks and functions in aged services; either in residential, home or community based environments. Workers will take responsibility for their own outputs within defined organisation guidelines and maintain quality service delivery through the development, facilitation and review of individualised service planning and delivery.

Workers may be required to demonstrate leadership and have limited responsibility for the organisation and the quantity and quality of outputs of others within limited parameters. The following summary is indicative of the foundation skills identified in the core units of competency of this qualification. The summary includes core skills from the ACSF and employability skills. (Note that the skills of Learning and Communication overlap between the two sets of skills).

Summary of key ACSF skills
The key ACSF skills included in the core units for this qualification include:

- **Learning skills:**
  - at ACSF level 3 to work within organisational policies, protocols and guidelines; understand legal and ethical considerations for working with older people; understand key issues facing older people and implications for work in the aged care sector; assess client's ability to advocate for self; work with older person to identify their needs, goals and preferences; work with a person-centred approach; obtain feedback and identify opportunities for improvement to own work; assist with preparation for a risk assessment
  - at ACSF Level 4 to determine scope of compliance requirements; identify the ethical framework that applies to the context; model ethical behaviour; monitor work practices for non-compliance and address issues; research relevant compliance documentation; understand responsibilities and liabilities of managers to develop and monitor policies and procedures relating to compliance

- **Reading skills:**
  - at ACSF Level 2 to follow key information in workplace policies and procedures
  - at ACSF Level 3 to engage with the individualised plan; access information about the structure and profile of the aged care sector, and issues related to work in the aged care sector and information relevant to role; access and follow workplace policies and procedures to access and interpret relevant compliance information from local, state/territory and commonwealth sources

- **Writing skills:**
  - at ACSF Level 2, to maintain checklists and complete familiar, routine documentation with short, simple phrases, according to organisational requirements
  - at ACSF Level 3, to report issues with quality of service; record observations; share information; update the individualised plan, maintain and update documentation including using sentences, short paragraphs and some specialised vocabulary, according to organisational protocols
  - at ACSF Level 4, to prepare a range of different types of texts with integrated information and ideas in a structure appropriate to the audience, including to record planning activities and decisions made; to report abuse, write comprehensive notes about discussions

- **Oral communication skills:**
  - at ACSF Level 3 to discuss aspects of the individualised plan; discuss rights and responsibilities with client; clarify service provider’s understanding of the individualised plan; consult with supervisor and other support workers about client’s interests, rights and needs; maintain positive and respectful relationships; report signs of abuse or neglect; support and encourage older person; interact with carers, families and relevant others; seek permission and cooperation; discuss feedback from older person with supervisor; to utilise verbal and non-verbal strategies to engage with and support person
  - at ACSF Level 4 to negotiate, advocate and mediate; coordinate aspects of the individualised plan, manage any conflict or differences about planned care

- **Numeracy skills:**
- at ACSF Level 2 to work within a schedule
- at ACSF Level 3 estimate weights for safe manual handling; address documented aspects of the individualised plan; to use standardised tools for risk assessment; read and interpret medicine dosages; interpret and address dehydration and malnutrition; complete accurate records

ACSF mapping of core units

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCADV001</td>
<td>Facilitate the interests and rights of clients</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>CHCAGE001</td>
<td>Facilitate the empowerment of older people</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>CHCAGE003</td>
<td>Coordinate services for older people</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CHCAGE004</td>
<td>Implement interventions with older people at risk</td>
<td>3</td>
<td>3</td>
<td>2/3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CHCAGE005</td>
<td>Provide support to people living with dementia</td>
<td>4</td>
<td>3</td>
<td>2/3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>CHCCC006</td>
<td>Facilitate individual service planning and delivery</td>
<td>3</td>
<td>3</td>
<td>3/4</td>
<td>3/4</td>
<td>3</td>
</tr>
<tr>
<td>CHCCC011</td>
<td>Meet personal support needs</td>
<td>3</td>
<td>2</td>
<td>2/3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CHCCC023</td>
<td>Support independence and well being</td>
<td>3</td>
<td>3</td>
<td>2/3</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>CHCCC025</td>
<td>Support relationships with carers and families</td>
<td>3</td>
<td>2</td>
<td>–</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>Work with diverse people</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>CHCLEG003</td>
<td>Manage legal and ethical compliance</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>CHCPAL001</td>
<td>Deliver care services using a palliative approach</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CHCPRP001</td>
<td>Develop and maintain networks and collaborative partnerships</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>–</td>
</tr>
<tr>
<td>HLTAAP001</td>
<td>Recognise healthy body systems</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>HLTWHS002</td>
<td>Follow safe work practices for direct client care</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>–</td>
</tr>
</tbody>
</table>

Summary of key employability skills
The key employability skills included in the core units for this qualification include:

- **Teamwork** to collaborate with others about client’s interests, rights and their care; work with carers and family to support ageing people; access support of other team members; work collaboratively to plan goals and implement projects

- **Problem solving** skills to support decision-making; identify when rights are infringed or not met; identify common risks and barriers; to recognise signs of financial, physical or emotional abuse or neglect; recognise when a service or support worker is no longer able to provide required level of service and take action; identify and utilise aids and modifications to assist with independent living;

- **Initiative and enterprise** skills to locate sources of information; initiate strategies for addressing client’s interests, rights and needs; support and encourage clients; to promote empowerment along with trust and goodwill; encourage engagement with living activities; identify opportunities that maximise engagement and promote a healthy lifestyle; overcome language barriers
• **Planning and organising** skills to deliver services ensuring that older person’s rights are upheld; organise activities to maintain independence; adjust services to meet specific needs; to coordinate services and support activities; access resources; organise practicalities of planning care; collate and prepare information and distribute to relevant stakeholders

• **Self management** skills to work within confidentiality guidelines; to recognise and respect older people’s social and cultural differences and not impose own values and attitudes; to monitor own stress levels in relation to support work; manage own emotional responses and ethical issues

• **Technology** skills to carry out internet/intranet based searches on information relevant to job role; to complete simple computer-based documents; circulate information; utilise support aids and equipment

*Note: Employability skills do not have levels.*
Foundation skills summary for CHC43115 Certificate IV in Disability

This qualification reflects the role of workers in a range of community settings and clients’ homes, who provide training and support in a manner that empowers people with disabilities to achieve greater levels of independence, self-reliance, community participation and wellbeing. Workers promote a person-centred approach, work without direct supervision and may be required to supervise and/or coordinate a small team.

The following summary is indicative of the foundation skills identified in the core units of competency of this qualification. The summary includes core skills from the ACSF and employability skills. (Note that the skills of Learning and Communication overlap between the two sets of skills).

Summary of key ACSF skills

The key foundation skills included in the core units for this qualification include:

- **Learning** skills:
  - at ACSF Level 3 work within legal and ethical guidelines for working with people with a disability; review the context of behaviours of concern; monitor strategies to determine effectiveness; follow organisational procedures to ensure safety of person, self and others; implement principles of person-centred care; understand cultural competence; identify key areas of diversity and their characteristics; follow standard precautions to minimise spread of infection; use and interpret health terminology; use scaffolding strategies to build knowledge about basic structure and functions of body systems
  - at ACSF Level 4 to determine scope of compliance requirements; identify the ethical framework that applies to the context; monitor work practices for non-compliance and address issues; research relevant compliance documentation; understand responsibilities and liabilities of managers to develop and monitor policies and procedures relating to compliance, within the work context; coordinate, monitor, review and evaluate individualised plans; recognise the impact of complex support issues on the family; recognise manifestations and presentation of common health problems and behavioural issues associated with different disability types

- **Reading** skills:
  - at ACSF Level 2 to access and follow workplace policies and procedures presented in simplified format; to engage with information about diversity
  - at ACSF Level 3 to read and interpret individualised plans; follow text heavy policies, procedures and protocols access and interpret relevant compliance information from local, state/territory and commonwealth sources; research social inclusion opportunities; access information about complex needs

- **Writing** skills
  - at ACSF Level 2 to maintain checklists; record risks and behaviours of concern, and complete familiar, routine documentation with short, simple phrases, according to organisational requirements;
  - at ACSF Level 3 to complete reports and documentation with sentences, paragraphs and some specialised vocabulary, according to organisational requirements; clearly document policies and procedures in accessible formats, including version control; circulate updated information and knowledge about compliance; maintain records; record observations of behaviour accurately and objectively in consultation with supervisor; document development needs; make referrals

- **Oral communication** skills
  - at ACSF Level 3 to communicate (both verbal and non-verbal) to establish, develop and maintain effective relationships, trust and confidence; provide feedback; use strategies to overcome language barriers; report issues and breaches in care; make referrals; network with relevant services and explore opportunities for engagement; articulate concepts in policies and procedures to others; refer issues or breaches of compliance to relevant people; confirm individualised plan details and aspects of the plan with the person, family and carers; discuss issues with supervisor; use and interpret health terminology about the normal structure, function and location of major body systems; consult with family, carers and relevant others about person’s care; report changes in person’s needs and behaviours
- at ACSF Level 4 to work with client to identify learning goals; consult with family, carers and relevant others about person’s care, including complex interactions and negotiations

**Numeracy** skills at:
- at ACSF level 2 to interpret signs and symbols; work within a schedule; interpret diagrams related to body systems
- at ACSF level 3 to estimate weights for safe manual handling; interpret charts; work within budgets and financial requirements; measure effectiveness of responses

### ACSF mapping of core units

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCCS015</td>
<td>Provide individualised support</td>
<td>3</td>
<td>3</td>
<td>2/3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CHCDIS002</td>
<td>Follow established person-centred behaviour supports</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CHCDIS005</td>
<td>Develop and provide person-centred service responses</td>
<td>3</td>
<td>2/3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CHCDIS007</td>
<td>Facilitate the empowerment of people with disability</td>
<td>3</td>
<td>3</td>
<td>-</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>CHCDIS008</td>
<td>Facilitate community participation and social inclusion</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CHCDIS009</td>
<td>Facilitate ongoing skills development using a person-centred approach</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>CHCDIS010</td>
<td>Provide person-centred services to people with disability with complex needs</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>Work with diverse people</td>
<td>3</td>
<td>3</td>
<td>-</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>CHCLEG003</td>
<td>Manage legal and ethical compliance</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>HLTAAP001</td>
<td>Recognise healthy body systems</td>
<td>3</td>
<td>3</td>
<td>-</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HLTWHS002</td>
<td>Follow safe work practices for direct client care</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

### Summary of key employability skills

The key employability skills included in the core units for this qualification include:

- **Teamwork** skills to collaborate with others to develop and implement person-centred responses; support others to implement the individualised plan
- **Problem solving** skills to identify issues that may cause misunderstandings or difficulties and make an effort to sensitively resolve issues; identify hazards and risks; identify client-related risk factors or behaviours of concern; apply additional precautions when standard precautions may not be sufficient to prevent spread of infection; identify risks, penalties and consequences of non-compliance; to review factors that contribute to maintenance of a health body; modify aspects of service delivery to suit needs and preferences of person with a disability; identify indications of possible abuse or neglect
- **Initiative and enterprise** skills to locate sources of information; research resources to support individuals and organisations to embrace and respond to diversity; recognise when additional infection control measures are required; maintain and update required accreditations and certifications; recognise the difference between appropriate and inappropriate interventions when addressing behaviours of concern; respond to critical incidents in line with intervention and notification procedures; use positive lifestyle enhancement strategies; to identify potential training opportunities for person; maintain high standards of service delivery; adjust own approaches to facilitate empowerment; know when and how seek support from more experienced and qualified staff; explore opportunities for engagement with services for client; explore community education opportunities
• **Planning and organising** skills to nominate roles and responsibilities in meetings; distribute policies, procedures and legal information to colleagues; engage in review and improvement processes; to establish priorities for support; prepare support activities; assemble equipment according to procedures; to make available appropriate resources

• **Self management** skills to work with an awareness of own limitations; maintain confidentiality and privacy value diversity; work in a timely fashion; to ensure interventions are in line with the individualised plan; model ethical behaviour

• **Technology** skills to ensure systems protect client information; circulate information; search and access computer based information relating to working with people with a disability; complete routine reports; assist people with a disability to communicate; access, monitor and update computer-based individualised plans.

*Note: Employability skills do not have levels.*
Foundation skills summary for CHC52015 Diploma of Community Services

This qualification reflects the roles of community services, case management and social housing workers involved in the managing, co-ordinating and/or delivering of person-centred services to individuals, groups and communities.

At this level, workers have specialised skills in community services and work autonomously under broad directions from senior management. Workers are usually providing direct support to individuals or groups of individuals. Workers may also have responsibility for the supervision of other workers and volunteers and/or case management; program coordination or the development of new business opportunities.

The following summary is indicative of the foundation skills identified in the core units of competency of this qualification. The summary includes core skills from the ACSF and employability skills. (Note that the skills of Learning and Communication overlap between the two sets of skills).

Summary of key ACSF skills

The key ACSF skills included in the core units for this qualification include:

- **Learning** skills at ACSF level 4 to plan programs utilising planning principles and processes; develop supporting systems and procedures; develop and integrate service evaluation methods; monitor service delivery against agreed objectives; monitor and review effectiveness of services provided to clients; with legal and ethical considerations for diversity practices at management level; monitor work practices for non-compliance and address issues; understand responsibilities and liabilities of managers to develop and monitor policies and procedures relating to compliance, within the work context; monitor stress and wellbeing of colleagues; implement and monitor training programs to ensure WHS requirements are met; evaluate WHS record-keeping policies and procedures for compliance with legislative requirements.

- **Reading** skills:
  - at ACSF level 3 to access and interpret relevant compliance information from local, state/territory and commonwealth sources; engage with WHS regulations, relevant codes of practice and workplace procedures
  - at ACSF level 4 to engage with business and strategic plans; research and engage with information relevant to work, including contemporary frameworks, political and economic theory and systems; research related sociological factors on clients in community work; to access and engage with information on current and emerging industry developments and trends.

- **Writing** skills:
  - at ACSF level 3 to circulate updated information and knowledge about compliance; maintain compliance records; update plans; complete and record workplace risk assessments
  - at ACSF level 4 to develop plans for consumer participation and engagement; develop procedures for a range of work practices; maintain relevant program and service delivery documentation; record lessons learnt; develop and document diversity strategies; develop proposals to address needs within the organisation; document and report outcomes of briefings; document a self-development plan.

- **Oral communication** skills:
  - at ACSF level 3 to share updated knowledge and information; refer issues or breaches of compliance to relevant people
  - at ACSF level 4 to engage with internal and external stakeholders; maintain networks and relationships; provide advice to clients about services; assist and coach colleagues; consult with stakeholders; seek formal and informal performance feedback; conduct workplace debriefings; provide support to address and monitor stress and emotional wellbeing; share two-way, open evaluation with co-workers; consult with work group to determine priorities.

- **Numeracy** skills to:
  - at ACSF level 3 to plan timelines
  - at ACSF level 4 to determine financial, human and physical resources; monitor budgets; to work within budgets and assess return on investment; analyse data and engage with numerical information included sociological research; develop measures.
to evaluate outcomes of workplace strategies; measure progress and performance; collect and evaluate quantitative data

ACSF mapping of core units

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learnin g</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCCS0 07</td>
<td>Develop and implement service programs</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>CHCCOM0 03</td>
<td>Develop workplace communication strategies</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>CHCDEV0 02</td>
<td>Analyse impacts of sociological factors on clients in community work and services</td>
<td>4</td>
<td>4</td>
<td>–</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>CHCDIV0 03</td>
<td>Manage and promote diversity</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>CHCLEG0 03</td>
<td>Manage legal and ethical compliance</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>CHCMGT 005</td>
<td>Facilitate workplace debriefing and support processes</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>–</td>
</tr>
<tr>
<td>CHCPRP0 03</td>
<td>Reflect on and improve own professional practice</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>HLTWHS0 04</td>
<td>Manage work health and safety</td>
<td>4</td>
<td>3</td>
<td>4/4</td>
<td>4</td>
<td>–</td>
</tr>
</tbody>
</table>

Summary of key employability skills

The key employability skills included in the core units for this qualification include:

- **Problem solving** skills to identify risks, penalties and consequences of non-compliance; recognise barriers to communication and develop mechanisms to overcome; identify and address problems in addressing the needs of service users; modify programs to meet changing policy and budget requirements; identify opportunities for continuous improvement; to identify possible effects and consequences of conditions and experiences of inequality; identify impacts of long-term unemployment; address effects of stress and well-being of colleagues; act on performance feedback as required; identify and respond to colleagues needing additional support; develop risk controls and measures

- **Initiative and enterprise** skills to analyse service needs of individuals and groups; seek and evaluate feedback from users; prepare resources to support the implementation of communication protocols; to gather and analyse socio-cultural information; to use resources that facilitate effective communication; maintain and update required accreditations and certifications; identify professional and personal performance standards to monitor stress and emotional well-being; determine improvements based on feedback; identify potential internal and external support networks

- **Planning and organising** skills to consider individual differences, rights, needs and preferences in the planning process; integrate internal and external processes as required; to establish communication protocols; plan work strategies that foster and promote diversity; to nominate roles and responsibilities in meetings; distribute policies, procedures and legal information to colleagues; plan proposals; plan and schedule briefings; seek further training where required

- **Self management** skills to recognise the impact of diversity practices and experiences on behaviours and relationships; to work in a timely fashion; use practices to accept differences and accurately identify diverse needs; undertake self-evaluation; recognise requirements for self-care and additional support; implement a self-management plan

- **Technology** skills to produce electronic reports and plans; engage with traditional media and digital media; research social and cultural institutions in Australia and their societal functions; research diversity information; ensure systems protect client information; circulate information; research current and emerging industry developments related to ongoing professional development; explore professional development opportunities
Note: Employability skills do not have levels.

CASE MANAGEMENT specialisation

Summary of key ACSF skills

The key ACSF skills included in the specialisation units include:

- **Learning** skills at ACSF Level 4 to assess people with co-existing needs; evaluate issues of urgency and eligibility; consider service delivery and referral options from a strengths-based perspective; evaluate internal capability and other service networks to determine best fit for the person; work with consideration of legal and ethical requirements; plan and coordinate resources, services and supports for clients; work within an evidence-based model; develop, facilitate and review case management for clients; work within an evidence-based approach; monitor case progress; work within an evidence-based model of practice; integrate continuous improvement into work systems; implement appropriate training and development for case workers

- **Reading** skills:
  - at ACSF level 3 to engage with relevant policies, procedures and guidelines
  - at ACSF Level 4 to engage with information about different types of assessments and assessment processes; engage with information relevant to role, including approaches and models of case management, principles and practices of planning complex service inputs, funding arrangements; engage with case management plans

- **Writing** skills at ACSF Level 4 to prepare assessment tools in line with organisational policies and procedures; document outcomes of assessment; to develop plans, identifying available services, their appropriateness and expected outcomes; develop case management plans that reflect assessment of needs, together with short and long term needs of client and other relevant parties; document interventions; develop standards for practice; record outcomes of case conferences or protection meetings

- **Oral communication** skills at ACSF Level 4 to gather information about the person; seek information from specialists; facilitate case conferences and meetings; facilitate communication between service providers; negotiate collaborative working arrangements with services; establish communication requirements with client; provide case workers with directions, support, recommendations and advice; challenge workers to ensure plans and actions are up to date; negotiate contract deliverables; provide supervision to workers around the achievement of case work objectives

- **Numeracy** skills at ACSF Level 3 to carry out tasks included in the assessment process; address funding requirements; plan schedules; work within timeframes

<table>
<thead>
<tr>
<th>ACSF mapping of specialisation units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit code</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>CHCCCS004</td>
</tr>
<tr>
<td>CHCCSM004</td>
</tr>
<tr>
<td>CHCCSM005</td>
</tr>
<tr>
<td>CHCCSM006</td>
</tr>
<tr>
<td>CHCCSM007</td>
</tr>
</tbody>
</table>
Summary of key employability skills

The key employability skills included in the specialisation units include:

- **Teamwork** to work collaboratively with others to develop individual reflective and ethical practice strategies; work collaboratively with the family
- **Problem solving** skills to assess potential risk factors for service delivery; identify and analyse complex, multiple and interrelated issues; identify issues and barriers that cause confusion; identify indicators of harm or self-harm; monitor effectiveness of case management processes against agreed goals; identify risks and barriers; develop contingency plans; facilitate resolutions to conflicts
- **Initiative and enterprise** skills to identify existing assessment tools; work with diverse client populations; provide information on rights of appeal and avenues of complaint to the client; implement stakeholder consultation strategies for specialist information and options for future action
- **Planning and organising** skills to prepare for the assessment; assess needs and arrange interpreter, according to client needs; to implement case closure as required; plan clinical supervision for case workers; plan and convene case conferences; close cases
- **Self management** skills to monitor progress toward outcomes; to maintain privacy and confidentiality; integrate cultural considerations into aspects of planning; model best practice; evaluate own supervision and identify areas for improvement and opportunities for development; consult with supervisor at appropriate intervals; maintain links with services, client and other relevant parties
- **Technology** skills to maintain and store documentation; research networks, supports and specialist services; operate equipment and resources relevant to person’s needs; produce case management plans and relevant documents; communicate electronically

SOCIAL HOUSING specialisation

Summary of key ACSF skills

The key ACSF skills included in the specialisation units include:

- **Learning** skills:
  - at ACSF Level 4 to represent an organisation in court or at tribunal; assess cases and determine whether the organisation can lodge an application for hearing; work within processes and structure of the Australian legal system; inspect and assess properties; work within legislative requirements to acquire property; work in line with organisational policies and procedures
  - at ACSF Level 5 develop leasehold acquisition strategies; manage the acquisition of property head-leased from the private rental market; manage end of lease requirements; contribute to development and implementation of codes, policies and procedures that reflect the current legislative standards and requirements; develop quality systems in line with registration standards; identify and investigate business opportunities; evaluate business opportunities; use project management principles; carry out due diligence processes
- **Reading** skills:
  - at ACSF Level 4 to engage with court or tribunal preparation procedures; engage with relevant legislation, policies and organisational procedures; undertake research about local properties; work within residential tenancy and property legislation and principles; engage with registration standards, legislation, policies and procedures
  - at ACSF Level 5 engage with agreements, settlement documents; legal transfer documents
- **Writing** skills:
  - at ACSF Level 4 to prepare paperwork relevant to court appearance; document nuisance and annoyance claims; make referrals; prepare head tenancy agreements; prepare tenancy documentation; keep records of tenancies; document policies and procedures; formulate draft transfer agreement terms and conditions; issue instructions for property inspection; convey decisions in writing; prepare settlement documents; produce reports and maintain records
  - at ACSF Level 5 to develop contracts; write funding submissions
- **Oral communication** skills:
- at ACSF Level 4 to provide information about tenancy agreements, rent payment systems and housing provider expectations; inform clients and landlords of their rights; negotiate with tenant advocates and legal representatives; consult with relevant people and agencies; negotiate business plans; debrief with colleagues, supervisor and solicitor; discuss and resolve insurance issues; liaise with relevant parties about upgrades and maintenance; in court, answer questions and articulate facts clearly, concisely, confidently and accurately
- at ACSF Level 5 to liaise with and brief solicitor; maintain effective negotiations with client and solicitor throughout court appearance; negotiate to attempt resolution prior to a hearing; mediate between parties to attempt mutually accepted resolutions; end of tenancy issues; to negotiate terms and conditions with agent or relevant party

**Numeracy skills:**
- at ACSF Level 3 to work within set timeframes
- at ACSF Level 4 manage bonds; manage rental accounts and rental bonds; research market conditions; work within identified budgets; monitor income stream projections; manage finances of head lease; confirm financial aspects of agreement; organise deposit; arrange finances
- at ACSF Level 5 to maintain long term financial solvency; develop and implement systems to review rent modelling and staff wages; undertake feasibility study to determine likely viability; implement taxation requirements; collect and evaluate data to meet the meet needs of decision-makers, funding organisations and other stakeholders

### ACSF mapping of specialisation units

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCADV004</td>
<td>Represent organisation in a court or tribunal</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4/5</td>
<td>3</td>
</tr>
<tr>
<td>CHCSOH002</td>
<td>Manage and maintain tenancy agreements and services</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>CHCSOH008</td>
<td>Manage head lease</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>CHCSOH009</td>
<td>Develop quality systems in line with registration standards</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>CHCSOH011</td>
<td>Develop social housing enterprise opportunities</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>CHCSOH012</td>
<td>Acquire properties by purchase or transfer</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

### Summary of key employability skills

The key employability skills included in the specialisation units include:

- **Problem solving** skills to engage with appeals processes; respond to people who are experiencing homelessness or who are at risk of homelessness; determine risks, control measures and continuous improvement processes; assess risks involved in business opportunities; involve stakeholders in risk management
- **Initiative and enterprise** skills to negotiate with client; to understand differences between and reasons for termination and eviction; terminate tenancy agreements; identify crisis situations; determine reasons for tenancy termination; provide support and referrals; to establish authority and accountability for management of risks; establish communication systems for and between governing body, management and staff; develop and implement systems to oversee management and maintenance of housing stock; establish feedback mechanisms
- **Planning and organising** skills to deliver relevant and appropriate legal notices with adequate time allowed prior to court appearance; notify stakeholders of any intention to withdraw, adjourn or relist case; to provide information about rental agreements, payment
systems, maintenance systems, grievance procedures and other services; arrange interviews; carry out regular inspections

- **Self management** skills to observe appropriate court dress, grooming and etiquette codes; understand definitions and impact of homelessness; maintain confidentiality

- **Technology** skills to communicate electronically; research information relevant to role; conduct property research; produce agreements and reports; establish and maintain accurate record keeping; property management system
Foundation skills summary for HLT52015 Diploma of Remedial Massage

This qualification reflects the role of remedial massage therapists who work with clients presenting with soft tissue dysfunction, musculoskeletal imbalance or restrictions in range of motion (ROM). Practitioners may be self-employed or work within a larger health service.

The following summary is indicative of the foundation skills identified in the core units of competency of this qualification. The summary includes core skills from the ACSF and employability skills. (Note that the skills of Learning and Communication overlap between the two sets of skills).

Summary of key ACSF skills

The key foundation skills included in the core units for this qualification include:

- **Learning skills:**
  - at ACSF level 3 to identify own social and cultural perspectives and biases; understand cultural competence; review and reflect on information about massage, from a range of sources; develop goals for own practice; work within legal and ethical guidelines, including codes of conduct and insurance requirements
  - at ACSF level 4 to identify the ethical framework that applies to the context; monitor work practices for non-compliance and address issues; understand responsibilities and liabilities of managers to develop and monitor policies and procedures relating to compliance; apply a detailed understanding of anatomy, physiology and pathophysiology of disease; monitor infection and prevention control systems; manage remedial massage musculoskeletal assessments; provide and manage massage treatment for males and females at different stages of life; conduct case specific research

- **Reading skills:**
  - at ACSF level 3 to engage with guidelines and procedures; engage with information about massage; engage with treatment plans
  - at ACSF Level 4 engage with information on current and emerging industry developments; analyse client health information; interpret client test results; engage with case histories; access information about physiology, muscle anatomy, the skeleton, joints; identify, access and interpret sources of information to inform practice

- **Writing skills:**
  - at ACSF level 3 to circulate updated information and knowledge about compliance; maintain compliance records; complete treatment plans; document treatment details; complete and record workplace risk assessments
  - at ACSF level 4 to document action plans; note implications of contradictions in relation to health assessment findings; use anatomical and medical terminology; develop and document; develop risk assessment tools and procedures; accurately document health records; integrate research findings into treatment plan; document adjustments to treatment plans

- **Oral communication skills:**
  - at ACSF level 3 to (both verbal and non-verbal) to establish, develop and maintain effective relationships, trust and confidence; seek assistance when required; refer issues or breaches of compliance to relevant people; communicate key messages about massage; clarify client expectations; carry out an assessment; communicate about treatment plan; elicit feedback during and after massage; inform client of possible reactions
  - at ACSF level 4 to use various modes and techniques for effective communication; use motivational interview techniques; deal with conflict; share two-way, open evaluation with co-workers or peers; seek specialist advice; use anatomical and medical terminology; provide advice about WHS issues; consult with work group to determine priorities

- **Numeracy skills to:**
  - at ACSF level 3 to plan timeframes; measure progress and performance; estimate weights for safe manual handling; conduct cardiopulmonary resuscitation; access diagrammatic information about body systems; assess client using various assessment techniques including strength tests, ROM tests, temperature
at ACSF level 4 to analyse client health information; recognise normal readings and findings on tests, observations and physical assessments; understand chemistry related to metabolism, respiration, pH

### ACSF mapping of core units

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Learning</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral comm.</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCOM006</td>
<td>Establish and manage client relationships</td>
<td>4</td>
<td>3</td>
<td>–</td>
<td>4</td>
<td>–</td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>Work with diverse people</td>
<td>3</td>
<td>3</td>
<td>–</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>CHCLEG003</td>
<td>Manage legal and ethical compliance</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>CHCPRP003</td>
<td>Reflect on and improve own professional practice</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>CHCPRP005</td>
<td>Engage with health professionals and the health system</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HLTAAP003</td>
<td>Analyse and respond to client health information</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HLTINF004</td>
<td>Manage the control of infection</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>HLTMSG001</td>
<td>Develop massage practice</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>HLTMSG002</td>
<td>Assess client massage needs</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HLTMSG003</td>
<td>Perform remedial massage musculoskeletal assessments</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HLTMSG004</td>
<td>Provide massage treatments</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HLTMSG005</td>
<td>Provide remedial massage treatments</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HLTMSG006</td>
<td>Adapt remedial massage practice to meet specific needs</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>HLTMSG008</td>
<td>Monitor and evaluate remedial massage treatments</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>HLTWHS004</td>
<td>Manage work health and safety</td>
<td>4</td>
<td>3</td>
<td>3/4</td>
<td>4</td>
<td>–</td>
</tr>
</tbody>
</table>

### Summary of key employability skills

The key employability skills included in the core units for this qualification include:

- **Problem solving** skills to identify barriers to communication and respond appropriately; identify risks and consequences of non-compliance; recognise signs and symptoms of common clinical conditions; develop processes for risk control; recognise indicators of abuse; identify and respond to barriers; adjust treatment techniques based on feedback; determine evaluation criteria for remedial massage

- **Initiative and enterprise** skills to maintain integrity; maintain and update required accreditations and certifications; seek feedback; recognise emergency situation; respond to an emergency situation; establish systems for infection control; establish risk assessment and hazard identification tools; establish incident reporting and investigation procedures; identify and assess professional opportunities in massage; work with awareness of body endangerment sites; establish processes to monitor achievement

- **Planning and organising** skills to nominate roles and responsibilities in meetings; distribute policies, procedures and legal information to colleagues; engage in review and improvement processes; seek further training where required; plan services for clients; collate and evaluate information; tailor approaches to take client needs and stage of life into account
- **Self management** skills to; exercise discretion; work with an awareness of own limitations; value diversity; work in a timely fashion; recognise requirements for self-care and additional support; maintain confidentiality; establish a personal health strategy that supports massage practice

- **Technology** skills to circulate information; research current and emerging industry developments related to massage and ongoing professional development; use health assessment equipment; operate first aid equipment; prepare reports and documents; engage with computer-based record-keeping systems; use appropriate equipment and resources for massage, including adjustable height massage table

*Note: Employability skills do not have levels.*