

**22630VIC**

**Certificate III in Community Services, Health  
Support and Digital Technologies**

**Version 1**

**This course has been accredited under Part 4.4 of the  
*Education and Training Reform Act 2006.***

**Accredited for the period: 1 September 2023 to 31 August 2028**



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## Section A – Copyright and course classification information

<p><b>1. Copyright owner of the course</b></p>	<p>Copyright of this course is held by the Department of Jobs, Skills, Industry and Regions, Victoria.</p> <p>© State of Victoria (Department of Jobs, Skills, Industry and Regions) 2023</p>
<p><b>2. Address</b></p>	<p>Executive Director Higher Education and Workforce Skills and Employment Department of Jobs, Skills, Industries and Regions (DJSIR) GPO Box 4509 MELBOURNE VIC 3001</p> <p><b>Organisational contact</b> Manager, Training and Learning Products Unit Higher Education and Workforce Skills and Employment Email: <a href="mailto:course.enquiry@djsir.vic.gov.au">course.enquiry@djsir.vic.gov.au</a></p> <p><b>Day-to-day contact:</b> Human Services Curriculum Maintenance manager Swinburne University of Technology PO Box 218 Hawthorn, VIC 3122 Telephone: (03) 9214 5034 / 9214 8501 Email: <a href="mailto:cmmhs@swin.edu.au">cmmhs@swin.edu.au</a></p>
<p><b>3. Type of submission</b></p>	<p>This submission is for accreditation.</p>
<p><b>4. Copyright acknowledgement</b></p>	<p>The following units of competency:</p> <p>CHCAGE013 Work effectively in aged care CHCAGE011 Provide support to people living with dementia CHCAGE012 Provide food service CHCCCS031 Provide individualised support CHCCCS042 Prepare meals CHCCOM005 Communicate and work in health or community services CHCDIS011 Contribute to ongoing skills development using a strengths-based approach</p>



CHCDIS020 Work effectively in disability support  
CHCDIV001 Work with diverse people  
CHCECE056 Work effectively in children's education and care  
CHCLAH001 Work effectively in the leisure and health industries  
are from the CHC Community Services Training Package administered by the Commonwealth of Australia.  
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The following units of competency:  
HLTAID011 Provide First Aid  
HLTAHA027 Assist with an allied health program  
HLTWHS002 Follow safe work practices for direct client care  
HLTWHS006 Manage personal stressors in the work environment  
are from the HLT Health Training Package administered by the Commonwealth of Australia.  
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**6. Course accrediting**

Victorian Registration and Qualifications Authority





<b>body</b>	
<b>7. AVETMISS information</b>	ANZSCO code – 423313 Personal Care Assistant ASCED Code – 0905 Human Welfare Studies and Services National course code – 22630VIC
<b>8. Period of accreditation</b>	1 September 2023 to 31 August 2028



## Section B – Course information

<b>1. Nomenclature</b>	<b>Standard 4.1 and 5.8 AQTF 2021 Standards for Accredited Courses</b>
<b>1.1 Name of the qualification</b>	Certificate III in Community Services, Health Support and Digital Technologies
<b>1.2 Nominal duration of the course</b>	498-633 hours
<b>2. Vocational or educational outcomes</b>	<b>Standard 5.1 AQTF 2021 Standards for Accredited Courses</b>
<b>2.1 Outcome(s) of the course</b>	<p>This course enables learners to explore a range of entry level positions across the community services and health industry including sectors such as aged care, disability, allied health, early childhood education, and community support.</p> <p>Learners will develop knowledge and skills applicable across a variety of community services and health sector contexts. They will:</p> <ul style="list-style-type: none"> <li>• explore community services and health industry sector career options</li> <li>• gain valuable insight into digital and emerging technologies and their impact and use within the sector</li> <li>• prepare for further vocational education and training and/or higher education</li> <li>• potentially gain employment and further training through traineeships, including school-based traineeships</li> <li>• gain employment in entry level job roles where base level skills can be utilised and further developed.</li> </ul> <p>This course prepares learners for entry level job roles across a range of the industry sectors. Depending on the streams selected, students may undertake entry level support worker roles in:</p> <ul style="list-style-type: none"> <li>• aged care support and assistance</li> <li>• allied health support</li> <li>• kindergarten inclusion support</li> <li>• disability support and assistance</li> <li>• health food services</li> <li>• health technologies support</li> <li>• leisure and lifestyle support</li> <li>• community services.</li> </ul>
<b>2.2 Course description</b>	<p>The Certificate III in Community Services, Health Support and Digital Technologies provides learners with a pathway to a range of entry level positions across the community services and health industry.</p> <p>The purpose of the course is to qualify students to apply a broad range of knowledge and skills which have application across a variety of</p>



community services and health sector industry contexts such as aged care, disability, allied health, early childhood education, and community support when working under supervision. In addition, the course equips students with knowledge and skills in the uses and application of digital and emerging technologies in the sector.

**3. Development of the course**      **Standards 4.1, 5.1, 5.2, 5.3 and 5.4 AQTF 2021 Standards for Accredited Courses**

**3.1 Industry, education, legislative, enterprise or community needs**

This course is a result of a Workforce Training Innovation Fund (WTIF) proposal to research and co-design a course with industry focused on the Healthcare, Community Services and Social Assistance Sector to support the surging workforce needs of the sector. The course supports learners to pivot careers and jobs across the sector through the provision of transferrable skills in the core units, exposure to current and emerging digital technologies and identification of skill gaps within industry.

The Workforce Training Innovation Fund (WTIF) is a targeted, Skills First funding stream. WTIF creates opportunities for the joint exploration of new ideas and solutions to enhance workplace productivity. Innovative thinking and approaches will allow industry and training providers to challenge existing practices in skills development, training methods and product design. This will result in the improved relevance of training for students, generate outcomes for employees and industry and support economic growth.<sup>1</sup>

This course has been designed in response to a significant opportunity emerging following the COVID-19 pandemic. “Even before COVID-19, Victoria faced a shortage of 66,000 jobs in growing occupations such as carers and health professionals.”<sup>2</sup>

With an ageing population, the expansion of the National Disability Insurance Scheme (NDIS)<sup>3</sup> and a youth market under increased mental health stress<sup>4</sup>, the need for skilled staff in Healthcare, Community Services and Social Assistance (HCS&SA) areas has surged.

In Victoria, 33 per cent of our HCS&SA workers are regional. 14 per cent of our current national workforce work in the Health and Community Services Industry with an anticipated 17.6 per cent growth predicted over the next five years. 30 per cent of this sector has a Certificate III to Diploma level qualification, 15 per cent have no post-

<sup>1</sup> Victorian Government, Workforce Training Innovation Fund, < <https://www.vic.gov.au/workforce-training-innovation-fund>>.

<sup>2</sup> Skills for Victoria, *Future Skills for Victoria, Driving collaboration and innovation in post-secondary education and training*, 2020, p.124.

<sup>3</sup> National Skills Commission, *Australian Jobs 2021*, p.28.

<sup>4</sup> Australian Institute of Health and Welfare, *Australia's youth: Mental illness*, 2021.





secondary school qualifications and 45 per cent are part-time.<sup>5</sup>

This means that over 45 per cent of this workforce has been, or should be, trained within the vocational education and training (VET) sector. As with other industries there is an aging workforce which will require replacement and renewal especially regionally.<sup>6</sup>

There are significant skill shortages in regional health care emerging with an ageing demographic and population shift of “sea and tree” changers taking advantage of the opportunity to work remotely with a more affordable standard of living. The greatest skill gaps will exist in registered nurses, aged and disabled carers, medical receptionists, child carers and nursing support and personal care workers.<sup>7</sup>

“Employers need workers who are resilient, proactive and capable and, if you are able to demonstrate these attributes, you will stand out from the crowd. Digital skills are also important, with continued enhancements in technology affecting jobs and society more broadly.”<sup>8</sup>

As the largest employment sector in Victoria, skill shortages are continuing to be predicted. However, one of the largest challenges is that many students do not have a broad and deep understanding of roles available in the HCS&SA sector. This course will provide an opportunity for learners to explore the sector while building transferable digital and human enterprise skills.

The elective streams are reflective of areas of skill shortages within HCS&SA. The structure of the course enables learners to complete core units which are applicable and transferrable within HCS&SA and elective streams consisting of units relevant to a specific consumer group and service delivery type.

The development of capabilities across a range of sector areas will allow graduates to access work opportunities that reflect the diversity of skills required within metropolitan and regional Victoria. In addition, they will potentially be exposed to current employment practices in more than one sector area which will allow them to build on new skills to broaden and deepen their employment outcomes. This provides an opportunity for learners to pivot across sectors and reflect the diverse skills required, particularly regionally.

The Macklin Review (2020) identifies four major opportunities for developing the Australian workforce specifically around Future Skills: Care economy, Digital economy, Green Economy and Advanced

<sup>5</sup> National Skills Commission, *Australian Jobs 2021*, p.8.

<sup>6</sup> National Skills Commission, *Australian Jobs 2021*, p.15.

<sup>7</sup> National Skills Commission, *Australian Jobs 2021*, p. 15.

<sup>8</sup> National Skills Commission, *Australian Jobs 2021*, p.8.

Manufacturing. Two that are of particular relevance to this course are:

“Care economy: COVID-19 has exposed low pay and often poor conditions for workers in early childhood, disability, and aged care, as well as in allied health and community services. To ensure that high-quality services are delivered at an efficient cost to an ageing population, these services will have to focus increasingly on prevention, early intervention and coordinated care, amid other solutions to health and care challenges.”

“Digital economy: COVID-19 has accelerated the digitisation of our economy and society. Within weeks of its onset, many sectors made transitions to online work and activity that were previously expected to be years away. While the ICT sector, including its vibrant start up community, is important in its own right, digital technologies penetrate all industries, transforming how we work, learn, innovate, and spend our leisure time.”<sup>9</sup>

The embedding of digital skills as part of the course design aims to provide elements of future proofing as job roles in the sector are increasingly reliant on technology as an underpinning skill.

This qualification supports two key drivers: building industry insight for senior secondary students and post-secondary students into the breadth of job and career opportunities in the sector that employs the most people and building pathways that can be pursued with industry-based insights once the students are clear of their preferences.

There are three target groups for this course:

- the significant unqualified workforce that entered the HCS&SA sector during COVID
- post-secondary and mature age students seeking further career exploration and entry level skills to enter the workforce
- senior secondary students exploring future careers in the HCS&SA sector prior to making final career choices post-secondary.

The course is expected to attract strong demand from the various target cohorts looking to gain valuable workplace knowledge and practical skills that will allow them to transition successfully into further education and training.

Additional uptake will be driven by the Victorian Government support of priority industry and sectors that will drive Victoria’s economic growth and jobs and the Connecting Regional Communities Program.

<sup>9</sup> Skills for Victoria, *Future Skills for Victoria, Driving collaboration and innovation in post-secondary education and training*, 2020, pp.33-34.

## Research and consultation

An applied research methodology approach was undertaken to meet the co-design with industry approach. The course design was driven through desktop research and industry consultations to identify the critical workforce challenges.

The stages of the research and co-design approach included:

- Literature review – to gain an understanding of the legislative and regulatory environment, including recent Royal Commission recommendations that may impact training needs in the sector.
- Skills matrix and curriculum models – development of a variety of skill matrices to reflect desktop research to provide a roadmap for design and development of curriculum models.
- Stakeholder consultation framework – implementation of a stakeholder engagement plan including stakeholder interviews on iterative themes identified during the first two stages.

The full research and co-design approach is fully outlined in the Healthcare, Community Services and Social Assistance (HCS&SA) Futures White Paper: Findings and Conclusions.<sup>10</sup> Salient findings from the research and consultation have informed the design of this course and are featured below.

## Australian Government Future Directions

In the 2021–22 Budget the Australian Government committed to align regulation of Commonwealth funded care and support to improve protections and ensure consistent quality and safety for participants and consumers.<sup>11</sup>

The Commonwealth agencies involved in the alignment of regulations included:

- Aged Care Quality and Safety Commission (ACQSC)
- Department of Health
- Department of Social Services (DSS)
- Department of Veterans' Affairs (DVA)
- NDIS Quality and Safeguards Commission (NDIS Commission).

<sup>10</sup> Farrell, P & Stumpf, B (2022), *Healthcare, Community Services and Social Assistance (HCS&SA) Futures White Paper: Findings and Conclusions*, WTIF.

<sup>11</sup> Australian Government, *Background Paper Aligning regulation across Australia's care and support sectors*, 2021, pg.1.

These agencies cover the following occupational categories:

- Personal carers in aged, disability and combined aged and disability services
- Allied Health Assistants who work in health care and social assistance services
- Personal carers who work in residential, community and home care, employment, and training services.

Underpinning the alignment of regulation are the following intentions for providers and workers:

- it will be easier for service providers and workers to deliver services across the sector workers will have increased flexibility and mobility across sectors.
- duplication of reporting will be reduced where possible
- best practice regulation can be implemented across sectors, while ensuring differences across sectors are appropriately catered for.

#### Ageing population

“In Australia, workforce shortages in residential aged care present a significant challenge for the aged care industry. The growing demand for workers in aged care, combined with the shrinking supply of younger workers entering the field, highlights a future workforce crisis.”<sup>12</sup>

The HCS&SA Industry is now facing a ‘perfect storm’ due to high levels of staff turnover and difficulty in attracting staff, restricted access to international talent, increased public focus due to COVID, and a series of investigations and Royal Commissions. It is within this context that the proposed course is to be developed to contribute workforce development solutions.<sup>13</sup>

#### NDIS

It is estimated that the NDIS workforce will need to grow by an additional 83,000 full time equivalent staff to support participants at the scheme’s projected peak. However, attracting and retaining a suitably skilled, qualified workforce continues to prove a significant challenge, with the sector increasingly seen as overworked, underpaid,

<sup>12</sup> Hodgkin, S, Warburton, J, Savy, P & Moore, M (2017), ‘Workforce crisis in residential aged care: insights from rural, older workers’, *Australian Journal of Public Administration*, 76(1), 93-105.

<sup>13</sup> KPMG, *Is workforce resilience part of the aged care solution?* < <https://home.kpmg/au/en/home/insights/2021/08/aged-care-workforce-resilience.html>>.

undervalued, and poorly trained.<sup>14</sup>

#### Emerging vocational education and training themes

The Human Services Workforce Forum Report<sup>15</sup> identified as the key themes emerging for ongoing training and development of the human services workforce:

- low qualification completion rates
- cost and practicalities involved in back-filling staff
- gap between what the Training Packages require and what the industry really needs
- compliance and reporting requirements require training
- duplicate effort being done by organisations
- training in home care and community care environments.

The Report identified the following as potential solutions:

- Offering pathways
- Online training (short courses, micro credentials)
- In-house micro credentials
- On-the-job training & assessment
- Micro credentials for non-technical skills
- Culturally safe training products
- Diversity of training & assessment methods
- Upskilling the workforce

Initial review of the available research indicates one of the key drivers of transformational change within the workforce is technology and its associated systems and skills.<sup>16</sup>

#### Emerging technologies relevant to community services and health

There are several functions served by using technologies in HCS&SA, those which enable increased quality assurance of care and social assistance and those which enable individual empowerment which

<sup>14</sup> Commonwealth of Australia 2022, *NDIS Workforce Final Report*, p.7.

<sup>15</sup> HSSO 2022, *Findings from the sector, Human Services Workforce Forum Report*, pp.24-25.

<sup>16</sup> World Economic Forum, *The Future of Jobs 2021*.

enhances independence and self-determination irrespective of accommodation, service type and care level.

The National Digital Health Strategy (NDHS) was formed after detailed consultations with patients, consumers, carers, healthcare professionals, industry, organisations, and innovators. It is based on evidence of clinical and economic benefits identified from sources both in Australia and overseas.<sup>17</sup>

With reference to the workforce there are three priority actions identified:

- Supporting adoption by the health workforce
- Digital health embedded in training
- Digital health in national standards and accreditation<sup>18</sup>

While the need to grow digital literacy has been identified by the Human Services Skills Organisation in its Workforce Forum Report, other significant key drivers have also been identified as a high priority including the need to build transferable skills to support a surge workforce and build a qualification that can provide baseline skills valued by the sector that allows staff to pivot and be retained within the sector when they leave a job.

#### Skills matrix

Following the initial review, the next research stage was undertaken to analyse occupation, job and skill matrices, and their impact on current industry skill needs, the training sector, and the future requirements of the workforce.

A broad range of transferable skills were identified and mapped against those mentioned in referenced reports and advertisements for job roles such as Aged Care, Allied Care, Disability Support, Early Childhood Education Support, and Personal Care.

#### Industry stakeholder consultation and co-design

The Healthcare, Community Services and Social Assistance Industry (HCS&SA) Project White Paper<sup>19</sup> commissioned by WTIF, outlines the

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<sup>17</sup> Australian Government, Australian Digital Health Agency, *National Digital Health Strategy and Framework for Action*, <https://www.digitalhealth.gov.au/about-us/strategies-and-plans/national-digital-health-strategy-and-framework-for-action>.

<sup>18</sup> Australian Government 2018, *Australia's National Digital Health Strategy, Framework for Action*, <[https://www.digitalhealth.gov.au/sites/default/files/2020-11/Framework\\_for\\_Action.pdf](https://www.digitalhealth.gov.au/sites/default/files/2020-11/Framework_for_Action.pdf)>

<sup>19</sup> Farrell, P & Stumpf, B (2022), *Healthcare, Community Services and Social Assistance (HCS&SA) Futures White Paper: Findings and Conclusions*, pp.69-70.

extensive consultation which occurred prior to the development of this course.

Consultation consisted of:

- creation of an education pack to inform and communicate emerging trends and create informed discussion points for consultation.
- industry partner consultation
- interviews with entry level staff
- interviews with operational mid-level managers.

Themes explored included:

- trends in government policy and legislation
- industry pathways and practices
- technology
- training.

In summary, the following key VET sector stakeholder groups were consulted:

- Curriculum Maintenance Manager - Human Services
- DET HeadStart Directors
- Digital Skills Office
- Human Services Skills Organisation
- TAFE education program leaders.

Industry sector stakeholders consulted included:

- Aged care provider
- Allied Health executives and workers
- Child education manager
- Disability sector specialists and workers
- Health technology experts
- Mental Health, Drug and Alcohol executives
- Multicultural service provider
- Regional health services
- Youth workers.

In addition to key stakeholder consultation, a review of academic research papers, state and commonwealth program documents and commissioned investigations in vocational education and training was undertaken.

The proposed course responds to the stakeholders' input by providing a



qualification addressing the core enterprise and digital skills identified through research combined with specialised technology skills that can be applied in various industry sector settings. Consultation led to the inclusion of elective stream areas, digital skill requirements, industry specific skills and future technologies incorporated into the course design. Core skills required were identified through existing training package units with embedded human enterprise skills and new units covering digital technologies, career planning, health and wellbeing and lifespan development.

The inclusion of specialty elective streams such as leisure and lifestyle; aged care; allied health; community care; disability care; health food services, kindergarten inclusion; health systems, tools and technology; and emerging health technologies, ensures development of entry level job specific skills currently in demand by industry along with capability for building health technology awareness and skills to allow for future capability growth and for pivoting across the sector.

This qualification is a result of this stakeholder engagement, consultation, support and commitment to the course model.

#### Course consultation and validation processes

A Project Steering Committee (PSC) was formed to oversee the development of the accredited qualification consisting of:

Lisa Wait (Chair), Head of Knowledge Translation, Epilepsy Australia

Pauline Farrell, Managing Director, Skills for the Future

Lucy Whelan, Manager - Workforce, Innovation, Strategy, Education and Research (WISER) unit, Monash Health

Sophie Morgan, Administration Manager, BUPA, Templestowe Retirement Village

Karen Grant, Manager, Application Specialists (TrakCare), Implementation, Intersystems

Dominic Schipano, National Executive Officer, Communications and Information Technology Training Ltd (CITT)

David Ball, Head of Centre - Health and Community Services, The Gordon

Andrew Fleming, Executive Officer, Community Services & Health Industry Training Board (Vic).

Daryl Sutton, Manager VET Unit, Victorian Curriculum & Assessment Authority (VCAA) – attendance by proxy

In attendance:

Colleen Mandaliti, VRQA Accreditation Expert / Writer



Bernadette Stumpf, Curriculum Writer

John Geary, Head Start Cluster Director, Loddon Campaspe

Course development and validation included comprehensive consultation with the steering committee, including:

- email and telephone conversations to form the steering committee from amongst the full WTIF project steering committee membership and to include representatives recommended by industry stakeholders
- three steering committee meetings to review and evaluate outcomes from the industry stakeholder consultation and feedback stage to ensure recommendations were actioned in proposed unit structure, and to review the proposed course structure and unit drafts to align with gaps identified for entry level job roles in the sector
- additional steering committee member feedback and input on course documentation and draft units via email and follow up one-on-one meetings and phone calls
- a review of the skills and knowledge requirements and completion of a thorough risk assessment profile for the course
- consideration of endorsed training package products for inclusion in the course.

In addition, the outcomes of several national training package qualifications were carefully reviewed during research and consultation with respect to their potential application to the course context. Feedback from the consultation indicated that packaging rules and existing units did not adequately cover the breadth and depth of skills and knowledge to enable career exploration and development of skills for working with a range of emerging technologies.

This resulted in new unit development to meet these additional needs.

This course:

- does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification or skill set
- is not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set.
- does not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification
- does not comprise units that duplicate units of competency of a training package qualification.

### 3.2 Review for re-accreditation

Not applicable

4. Course outcomes	Standards 5.5, 5.6 and 5.7 AQTF 2021 Standards for Accredited Courses
4.1 Qualification level	<p>The 22630VIC Certificate III in Community Services, Health Support and Digital Technologies is consistent with AQF Level 3 requirements of the Australian Qualifications Framework as follows:</p> <p><b>Knowledge</b></p> <p>Graduates will have factual, technical, procedural and theoretical knowledge in activities spanning a range of community services and health industry sector areas and technologies.</p> <p><b>Skills</b></p> <p>Graduates at this level will have a range of cognitive, technical and communication skills to select a range of methods, tools, materials and information in different workplace contexts to:</p> <ul style="list-style-type: none"> <li>• explore current career opportunities in the community services and health sectors and establish career resilience strategies</li> <li>• gather and interpret information on a range of current and future factors impacting the workforce such as emerging technologies and innovations, work environments and resultant changes to career opportunities and job pathways</li> <li>• gain key entry level and transferrable skills to provide a pathway into further study and/or training in a variety of sectors</li> <li>• take limited responsibility in known and stable contexts within established scope of practice</li> <li>• recognise client needs and provide support appropriate to job role</li> <li>• support a range of program delivery across leisure and health, allied health support, kindergarten inclusion support, aged care or disability support</li> <li>• develop digital awareness and explore appropriate digital devices, apps, systems and technologies to identify the uses of digital tools for both clients and self</li> <li>• identify current collaborative technologies and consider options for potential future use, including how clients can be supported to use existing and new technologies</li> <li>• investigate the concepts of human development and the relationship between health and wellbeing to recognise changes in client wellbeing</li> <li>• identify supports available to clients to maintain their personal independence and physical and emotional wellbeing including the use of common simple personal digital devices</li> <li>• provide client with relevant information to support their ongoing</li> </ul>



independence

- work respectfully with people from diverse social and cultural groups and situations
- use workplace health and safety (WHS) procedures to carry out their own work, in both centre-based and home-based service provision.

Application of knowledge and skills

Graduates will be able to demonstrate the application of knowledge and skills to:

- produce a career plan to support career development in the community services and health sector.
- apply workplace safety procedures in the day-to-day work activities required by the job role such as infection control procedures and use of personal protective equipment.
- provide a first aid response in a range of situations, including community and workplace settings
- communicate effectively and respectfully with clients, supervisors and others to provide support appropriate to job role using a variety of methods
- organise, provide and monitor personal support services for a person within the limits established by an individualised plan
- use digital tools to collaborate and develop an understanding of basic online profile security measures
- support clients to access and use relevant technologies such as telehealth and wearable health enhancement devices
- develop strategies to maintain health and wellbeing by preventing and managing personal stress.

Volume of learning

The volume of learning for this qualification is typically one to two years. This is made up of the structured learning component of the course combined with the self-directed learning activities such as information gathering, work placement, workplace-based learning and assessment and completing assessment tasks within the context of an inquiry-based learning theory.

**4.2 Foundation skills**

A summary of the foundation skills to be achieved in this course is listed in Appendix A.

Foundation Skills not explicit in the performance criteria of the units of competency are also listed within each unit.





<b>4.3 Recognition given to the course (if applicable)</b>	Not applicable
<b>4.4 Licensing/regulatory requirements (if applicable)</b>	Not applicable

<b>5. Course rules</b>	<b>Standards 5.8 and 5.9 AQTF 2021 Standards for Accredited Courses</b>
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<b>5.1 Course structure</b>	<p>To achieve the qualification 22630VIC Certificate III in Community Services, Health Support and Digital Technologies, the learner must successfully complete a total of 14 units comprising:</p> <ul style="list-style-type: none"><li>• 10 core units</li><li>• 4 elective units</li></ul> <p>The four elective units must be selected as a minimum of two full streams.</p> <p>In addition, the learner must have completed a total of least 80 hours of work in a community services and health setting in Australia.</p> <p>Where the full course is not completed, a VET Statement of Attainment will be issued for each unit successfully completed.</p>
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Unit of competency code	Unit of competency title	Field of Education code (six-digit)	Pre-requisite	Nominal hours
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### Core units

CHCCOM005	Communicate and work in health or community services		Nil	30
HLTWHS006	Manage personal stressors in the work environment		Nil	25
HLTWHS002	Follow safe work practices for direct client care		Nil	25
CHCCCS031	Provide individualised support		Nil	100
CHCDIV001	Work with diverse people		Nil	40
HLTAID011	Provide First Aid		Nil	18
VU23506	Explore career opportunities in community services and health	120501	Nil	30
VU23507	Explore the use of digital tools in community services and health	120505	Nil	30
VU23508	Investigate the role of digital technologies on human development, health, and wellbeing	090301	Nil	30
VU23509	Identify variations in client health and wellbeing	090599	Nil	30

### Elective Streams

#### Leisure and Lifestyle

CHCLAH001	Work effectively in the leisure and health industries		Nil	50
VU23510	Provide support to a leisure and health program	061307	Nil	50

#### Aged Care

CHCAGE013	Work effectively in aged care		Nil	65
CHCAGE011	Provide support to people living with dementia		Nil	80

<b>Disability Care</b>				
CHCDIS020	Work effectively in disability support		Nil	65
CHCDIS011	Contribute to ongoing skills development using a strengths-based approach		Nil	40
<b>Health Food Services</b>				
CHCAGE012	Provide food service		Nil	20
CHCCCS042	Prepare meals		Nil	30
<b>Allied Health Support</b>				
VU23511	Explore allied health roles and responsibilities	060301	Nil	50
HLTAHA027	Assist with an allied health program		Nil	80
<b>Kindergarten Inclusion Support</b>				
CHCECE056	Work effectively in children's education and care		Nil	65
VU23512	Support the implementation of an inclusion program within a kindergarten environment	090503	Nil	50
<b>Community Care</b>				
VU23513	Investigate community health and wellbeing services	090599	Nil	40
VU23514	Recognise and provide initial support to people with mental health needs in a community setting	061309	Nil	50
<b>Health Systems, Tools and Technologies</b>				
VU23515	Investigate telehealth and virtual communication technologies	061307	Nil	40
VU23516	Use health and community care technologies to support clients	061307	Nil	50
<b>Emerging Health Technologies</b>				
VU23517	Investigate emerging technologies in community services and health	129999	Nil	40
VU23518	Support the use of emerging technologies in community services and health	129999	Nil	50
<b>Total nominal hours</b>				498-633

## Standard 5.11 AQTF 2021 Standards for Accredited Courses

### 5.2 Entry requirements

There are no entry requirements for the 22630VIC Certificate III in Community Services, Health Support and Digital Technologies.

The following is a general guide to entry in relation to the language, literacy and numeracy skills of learners aligned to the Australian Core Skills Framework (ACSF), details of which can be accessed from [here](#).

Learners are best equipped to achieve the course outcomes in the 22630VIC Certificate III in Community Services, Health Support and Digital Technologies if they have minimum language, literacy and numeracy that are equivalent to Level 2 of the ACSF.

Learners with language, literacy and numeracy skills at lower levels than those suggested will require additional support to successfully undertake the qualification.

## 6. Assessment

### Standard 5.12 and 5.14 AQTF 2021 Standards for Accredited Courses

#### 6.1 Assessment strategy

All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:

- Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers,

or

- the Standards for Registered Training Organisations 2015 (SRTOs),

or

- the relevant standards and Guidelines for RTOs at the time of assessment.

Assessment strategies must therefore ensure that:

- all assessments are valid, reliable, flexible and fair
- learners are informed of the context and purpose of the assessment and the assessment process
- feedback is provided to learners about the outcomes of the assessment process and guidance given for future options
- time allowance to complete a task is reasonable and specified to reflect the context in which the task takes place.

Assessment strategies should be designed to:

- cover a range of skills and knowledge required to demonstrate achievement of the units of competency
- collect evidence on a number of occasions to suit a variety of contexts and situations
- be appropriate to the knowledge, skills, methods of delivery, and needs and characteristics of learners
- assist assessors to interpret evidence consistently
- recognise existing skills
- be equitable to all learners.

It is recommended that the assessment strategy for the 22630VIC Certificate III in Community Services, Health Support and Digital Technologies is hands-on, practical and involves real workplace situations and/or existing and emerging technologies where relevant.

Types of assessment instruments/methods to be considered when developing the training and assessment strategy (TAS) include:

- Work performance: includes structured observation/demonstration and questioning using written checklists and/or third party reports to collect evidence.



- Product: project planning, project process, project final product (produced using design thinking processes) and questioning and/or third party reports.
- Projects: includes workplace project investigation and report or presentation and questioning using written checklists and/or third party reports to collect evidence.
- Portfolio: collection of evidence such as observation of performance, project product, investigation, presentation and questioning using checklists and/or third party reports to collect evidence.

Holistic assessment that reflects realistic job tasks is encouraged.

Units of competency may be assessed on the job, off the job or a combination of both as stipulated within the assessment requirements of the unit.

Simulation has been allowed for where the full range of contexts and situations may not be provided in the workplace. Where assessment occurs off the job, then an appropriate simulation environment must be used where the range of conditions reflects realistic workplace situations.

Assessment of units of competency from nationally endorsed training packages must be in accordance with the assessment requirements incorporated in the endorsed component of the relevant training package.

## 6.2 Assessor competencies

Assessment must be undertaken by a person or persons in accordance with:

- Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers,

or

- the Standards for Registered Training Organisations 2015 (SRTOs),

or

- the relevant standards and Guidelines for RTOs at the time of assessment.

Units of competency imported from training packages must reflect the requirements for assessors specified in that training package.

## 7. Delivery

**Standards 5.12, 5.13 and 5.14 AQTF 2021 Standards for Accredited Courses**

## 7.1 Delivery modes

This qualification aims to develop skills for entry level jobs or further education and training, using an applied learning approach.

Units of competency may be delivered on the job, off the job or a combination of both. Where delivery occurs off the job, conditions should reflect realistic workplace situations.

Delivery mode types may include:

- Time tabled face-to-face group and/or individual sessions (on campus or off-campus)
- Work placements (time spent in workplace consolidating skills/knowledge) of at least 80 hours
- Online (asynchronous and/or synchronous)
- Independent self-paced learning (time spent by learner involved in specified activities without direct teacher/trainer supervision while undertaking those activities)
- Workplace (delivered in the workplace using a variety of modes)
- A combination of the above delivery modes (blended delivery mode)

Some areas of content may be common to more than one unit and therefore integration may be appropriate. Delivery strategies should actively involve the learner and learning should be experiential, relevant and age appropriate.

Learners should have completed the imported training package units included in the Core and listed below prior to entering work placement arrangements.

- CHCSS00088 – Induction Skill Set
  - CHCCOM005 Communicate and work in health or community services
  - CHCDIV001 Work with diverse people
  - HLTWHS002 Follow safe work practices for direct client care
  - HLTWHS006 Manage personal stressors in the work environment
- HLTAID011 - Provide First Aid

This is to ensure that learners have developed basic skills to manage risks as determined in the course risk assessment prior to working with clients in the workplace.

Industry supports the use of work placements for this qualification to facilitate learners in:

- exploration of care and support sector and jobs to enable ongoing engagement and further learning
- understanding of current and future technology needs allowing learners to pivot across the sector



- development of transferrable skills and knowledge applicable in entry level support roles within the care and support sector.

Support must be provided to learners engaging in work placements. An agreed, structured learning plan indicating the purpose and structure of the work placement must be provided as required by Standard 1 and Standard 5.1- 5.4 of the Standards for Registered Training Organisations (SRTOs) 2015. Evidence of work placement must be collected and may include timesheets, logbooks, third party reports, meeting minutes or other forms of workplace documentation.

## 7.2 Resources

General facilities, equipment and other resources required to deliver the qualification include:

- training facilities and equipment including desktop, notebook or digital devices
- appropriate industry standard technologies
- relevant texts and references
- occupational health and safety facilities and equipment
- occupational health and safety policy and work procedures/ instructions
- access to relevant legislation, standards and codes of practice
- workplace environment or simulated workplace environment appropriate to the assessment tasks.

Refer to the Assessment Conditions of the individual units for any unit specific requirements.

Training must be undertaken by a person or persons in accordance with:

- Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers,

OR

- the Standards for Registered Training Organisations 2015 (SRTOs),

OR

- the relevant standards and Guidelines for RTOs at the time of assessment.

The units of competency imported from training packages must reflect the requirements for resources/trainers specified in that training package.

## 8. Pathways and articulation

### Standard 5.10 AQTF 2021 Standards for Accredited Courses

There are no formal articulation arrangements for this qualification.

Learners who complete units of competency from endorsed training packages or accredited courses will be eligible for credit into other qualifications that contain those units.





9. Ongoing monitoring and evaluation	Standard 5.15 AQTF 2021 Standards for Accredited Courses
	<p>The Human Services Curriculum Maintenance Manager has responsibility for the ongoing monitoring and maintenance of these courses.</p> <p>A formal review will take place once during the period of accreditation and will be informed by feedback from users of the courses and will consider at a minimum:</p> <ul style="list-style-type: none"><li>• any changes required to meet emerging or developing needs</li><li>• changes to any units of competency from nationally endorsed training packages or accredited curricula.</li></ul> <p>The Victorian Registration and Qualifications Authority (VRQA) will be notified of any significant changes to the courses resulting from course monitoring and evaluation processes.</p>



## Section C – Units of competency

The following units of competency can be accessed from the National Register of VET (See the National Register of VET).

### Endorsed training package units:

#### CHC Community Services Training Package

- CHCAGE011 Provide support to people living with dementia
- CHCAGE012 Provide food service
- CHCAGE013 Work effectively in aged care
- CHCCCS031 Provide individualised support
- CHCCCS042 Prepare meals
- CHCCOM005 Communicate and work in health or community services
- CHCDIS011 Contribute to ongoing skills development using a strengths-based approach
- CHCDIS020 Work effectively in disability support
- CHCDIV001 Work with diverse people
- CHCECE056 Work effectively in children's education and care
- CHCLAH001 Work effectively in the leisure and health industries

#### HLT Health Training Package

- HLTAID011 Provide First Aid
- HLTAHA027 Assist with an allied health program
- HLTWHS002 Follow safe work practices for direct client care
- HLTWHS006 Manage personal stressors in the work environment

### Units of competency developed for the course/s

The following units of competency are contained in Section C for those units originating in this course.

- VU23506 Explore career opportunities in community services and health
- VU23507 Explore the use of digital tools in community services and health
- VU23508 Investigate the role of digital technologies on human development, health, and wellbeing
- VU23509 Identify variations in client health and wellbeing

VU23510	Provide support to a leisure and health program
VU23511	Explore allied health roles and responsibilities
VU23512	Support the implementation of an inclusion program within a kindergarten environment
VU23513	Investigate community health and wellbeing services
VU23514	Recognise and provide initial support to people with mental health needs in a community setting
VU23515	Investigate telehealth and virtual communication technologies
VU23516	Use health and community care technologies to support clients
VU23517	Investigate emerging technologies in community services and health
VU23518	Support the use of emerging technologies in community services and health

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<b>Unit code</b>	<b>VU23506</b>
<b>Unit title</b>	<b>Explore career opportunities in community services and health</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required to explore career opportunities in the community services and health sector. It requires the ability to gather information to develop understanding of a range of current and future factors impacting the workforce such as emerging technologies and innovations, work environments and resultant changes to career opportunities and job pathways. It also requires the capacity to identify linkages between personal attributes and key requirements for work in the community services and health sector and the need to establish career resilience strategies.</p> <p>This unit applies to individuals seeking an understanding of the diverse range of jobs across the community services and health sector when considering their own career and/or further education and training options.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No specific occupational licensing, certification or legislative requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Competency Field</b>	N/A

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Determine the impacts of emerging technologies in the delivery of community services and health care	1.1	Investigate emerging technologies, trends and innovations in the community services and health sector
		1.2	Explore how technological innovations will produce alternative approaches to health care and support services
		1.3	Consider the impact of emerging technologies on work environments, current job roles and future work opportunities in the sector

2	Investigate career and educational pathway opportunities in the community services and health sector	2.1	Access reliable resources of information to investigate career and educational pathway options for entry level, paraprofessional, and professional occupations
		2.2	Assess current and predicted future skill shortages in the sector and identify job roles of interest
		2.3	Determine key personal attributes and transferable skills required for employment in the community services and health sector
3	Reflect on self to develop a career in community services and health sector and build career resilience	3.1	Identify personal interests, capabilities, passions and career aspirations within the community services and health sector
		3.2	Reflect on own qualities and compare these to the attributes and transferable skills identified for job roles of interest in community services and health sector
		3.3	Examine the critical aspects of career resilience and its importance to self as a worker in an evolving community services and health sector
		3.4	Identify strategies to build career resilience considering the impact of emerging technologies

## Range of Conditions

N/A

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria of this unit of competency are listed below.

Skill	Description
Reading skills to:	source and evaluate reliable information from various sources
Writing skills to:	prepare documentation in a format suitable for audience communicate relationship between information and data presented
Learning skills to:	reflect on how information applies to own employment and training opportunities

## Unit Mapping Information

New unit, no equivalent unit.



## Assessment Requirements Template

### Title

### Assessment Requirements for VU23506 Explore career opportunities in community services and health

### Performance Evidence

The learner must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- Investigate the impact of technology on the community services and health sector and:
  - outline the emerging technologies and innovations within the community services and health sector including the influence on jobs and impact on the work environment
  - describe how the tasks and duties of at least three job roles within one community services and health sector occupational category will be disrupted by emerging technologies
  - reflect on the impact of the information identified for own future in the world of work.

In doing so, the candidate must:

- plan and undertake relevant investigation to meet report requirements
  - collate, summarise and analyse information and data
  - outline the findings of their investigation using an appropriate format
  - document source material appropriately
- Develop a career plan to support career development in the community services and health sector. The career plan should include:
    - personal profile
    - career-education pathway matrix that aligns to personal profile, educational and career preferences and considers the impact of emerging technologies and innovations
    - action plan to build career resilience.

### Knowledge Evidence

The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

This includes knowledge of:

- community services and health sector and workplace environments
- sources of reliable career and education pathway information
- types of training and education options including induction, accredited and non-accredited courses
- sector certifications such as working with children, national police check, vaccinations, or other relevant national and state requirements

- transferable skills and knowledge across the community services and health sector
- key worker attributes critical for employment in the community services and health sector
- impact of workforce development trends, digital technologies and the changing nature of work environments on current and future job roles and occupations
- emerging technologies in the community services and health sector
- building career resilience to cope with technological changes in the workplace including:
  - growth mindset
  - embrace lifelong learning
  - cultivate a robust personal and professional network
  - active career management
  - continuous development of new skills to remain in-demand
- technology-induced employment disruption and causes
- the relationship between education/training pathways and career options
- evaluation strategies to align educational and career decisions to personal capabilities, goals, values and passions.

### Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in industry.

This includes access to:

- internet
- desktop or notebook computer or digital device and relevant applications
- an appropriate online self-assessment tool
- examples of reliable and current websites
- digital templates enabling the documenting of the following:
  - personal profile
  - career-education matrix
  - report.

### Assessor requirements

No specialist vocational competency requirements for assessors apply to this unit.

<b>Unit code</b>	<b>VU23507</b>
<b>Unit title</b>	<b>Explore the use of digital tools in community services and health</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required to develop an awareness of current digital tools and technologies.</p> <p>It requires the ability to explore digital tools used within the sector including collaborative technologies and to identify issues related to digital data including security of online profiles.</p> <p>The unit applies to people considering a career in the community services and health sector and supports the development of digital awareness for the emerging workforce.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No specific occupational licensing, certification or legislative requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Competency Field</b>	N/A

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Explore the use of digital tools in the workplace	1.1	Review and reflect on own use of digital tools
		1.2	Determine the key characteristics of a range of digital tools
		1.3	Identify methods used to review digital information to assess its validity and value
		1.4	Explore features and functions of common digital tools and apps for workplace use as opposed to personal use
		1.5	Review how digital tools are currently used in the community services and health sector
2	Identify uses for contemporary	2.1	Review existing digital technology used for collaboration within the workplace or personal environment

	collaborative technologies including social media	2.2	Assess existing collaborative practises against a range of digital technologies that could be used for collaboration
		2.3	Identify opportunities to use digital technologies to collaborate personally or in the workplace
		2.4	Identify support required for a client in the use of digital technologies for collaboration
3	Investigate uses of digital data	3.1	Define digital data
		3.2	Assess how digital data can be used in both positive and negative ways
		3.3	Identify how personal and work use of digital tools can be protected from digital data breaches
		3.4	Review own digital data use and implement protective practises for personal and appropriate work use
4	Use basic security measures to protect online profiles from potential threats	4.1	Identify security threats to personal and workplace online profile
		4.2	Review personal online profile for potential security threats
		4.3	Update personal online profile to protect against potential security threats
		4.4	Implement protective mechanisms to ensure ongoing security of personal and work online profiles within scope of work role

### Range of Conditions

N/A

### Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria of this unit of competency are listed below.

Skill	Description
Reading skills to:	identify and interpret information from sources
Writing skills to:	use clear, specific and industry-related terminology to produce information
Learning skills to:	reflect on information and application to self and role



Technology skills to:	explore appropriate digital devices, apps, systems and technologies understand the use of digital tools, digital data, contemporary technology to collaborate and an understanding of basic online profile security measures
Digital literacy skills to:	access and use protective measures to secure online profile

<b>Unit Mapping Information</b>	New unit, no equivalent unit.
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## Assessment Requirements Template

### Title

### Assessment Requirements for VU23507 Explore the use of digital tools in community services and health

### Performance Evidence

The learner must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

In doing so, the candidate will:

- investigate and reflect on the current use of digital tools and technologies from both a personal and workplace perspective and:
  - reflect on own use of digital tools and the need to maintain an understanding of the uses of digital tools for both clients and self as a worker in the sector
  - identify the uses of digital tools for both personal and work use
  - assess the use of digital data relevant to personal and work use
  - identify current collaborative technologies and consider options for potential future use, including how clients can be supported to use existing and new technologies
- take action to protect personal and workplace online profile.

### Knowledge Evidence

The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

This includes knowledge of:

- legislative requirements relevant to digital tool use including data protection, privacy laws and regulations
- organisational policies and procedures relating to the use of digital tools
- benefits and risks of digital tools and technologies for personal and work use
- opportunities presented by digital tools for clients and workers in the sector
- range and uses of digital tools within the community services and health sector such as:
  - laptops and personal computers
  - smart phone
  - tablets and hand-held devices

- software applications
- web-based tools
- organisational/workplace information management systems
- assistive technologies
- common software programs such as word-processing, spreadsheets and presentation software
- applications on tablet and smart phone devices
- staff/organisational intranet
- web-browser
- telehealth software
- video conferencing software
- digital documentation/reporting systems
- digital audio and visual communication (voip, video conferencing, etc.)
- collaborative tools including social media
- methods for assessing and securing digital data and information
- security threats such as malware, viruses, phishing, ransomware, scams, password attacks, data breaches and location services
- basic protective measures including:
  - password protection
  - online security including unanticipated data sharing and sharing personal information of self or client publicly
  - refreshing webpages and clearing caches such as web form data
  - checking internet connectivity
  - checking if system updates are required or are currently running.

**Assessment Conditions**

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in industry.

This includes access to digital tools, digital devices and virtual communication software and systems.

**Assessor requirements**

No specialist vocational competency requirements for assessors apply to this unit.







<b>Unit code</b>	<b>VU23508</b>		
<b>Unit title</b>	<b>Investigate the role of digital technologies in human development, health, and wellbeing</b>		
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required to investigate basic concepts of human development and considers the relationship between health and wellbeing. It includes an examination of the influence of digital technologies on human development, health, and wellbeing and how personal digital devices and apps can enhance an individual's wellbeing and independence.</p> <p>The unit applies to entry level community services and healthcare support workers requiring to take limited responsibility in known and stable contexts within established scope of practice.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No specific occupational licensing, certification or legislative requirements apply to this unit at the time of publication.</p>		
<b>Pre-requisite Unit(s)</b>	N/A		
<b>Competency Field</b>	N/A		
<b>Element</b>	<b>Performance Criteria</b>		
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.		
1	Explore basic concepts of human development	1.1	Consider differences in the approach of traditional concepts of human development and the characteristics of lifespan human development
		1.2	Identify factors which can impact on lifespan human development
2	Investigate the relationship between health and wellness	2.1	Explore the relationship between health and wellness
		2.2	Identify positive and negative impacts of lifestyle choices on health and wellness
		2.3	Reflect on the positive and negative effects of technology on health and wellness

		2.4	Consider strategies that can be used to support clients to make positive healthy lifestyle changes to improve their health and wellness
3	Support client use of personal digital devices and apps for wellbeing	3.1	Explore common personal digital devices and apps and their uses
		3.2	Consider the impact of personal digital devices and apps on a person's wellness and independence
		3.3	Support clients to use simple personal digital devices and apps within scope of role
		3.4	Reflect on client use of a personal digital device or app to identify potential benefits to the client

### Range of Conditions

N/A

### Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria of this unit of competency are listed below.

Skill	Description
Reading skills to:	source and evaluate relevant health and wellbeing information
Writing skills to:	prepare documentation in a format suitable for audience and report method communicate relationship between various sources of information
Learning skills to:	reflect on how information applies to own employment and training opportunities
Technology skills to:	access reliable sources of information

### Unit Mapping Information

New unit, no equivalent unit.

## Assessment Requirements Template

### Title

### Assessment Requirements for VU23508 Investigate the role of digital technologies in human development, health, and wellbeing

### Performance Evidence

The learner must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- Investigate the key concepts of human development and the relationship between lifestyle and health and wellbeing. In doing so, the candidate must:
  - outline the key concepts of human development and lifespan development and describe how an understanding of these allows you to support a client more effectively
  - examine the influence of digital technologies on health and wellbeing
  - identify lifestyle issues impacting client health and wellbeing and discuss the relationship between lifestyle, health and wellbeing
  - using reliable sources, identify strategies that can be used to support client health and wellbeing.
- Select and research at least two common simple personal digital devices and/or apps that can support clients. Describe their application and explain how they may contribute to an individual's health and wellbeing.

### Knowledge Evidence

The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

This includes knowledge of:

- lifespan development including:
  - physical
  - cognitive
  - psychosocial
- basic concepts and principles of traditional human development
- characteristics of lifespan development
- factors which influence human development, health and wellbeing such as:
  - anxiety and mood disorders
  - developmental disabilities
  - brain disorders such as dementia and Alzheimer's disease

- chronic illness
- physical disabilities
- neurodiversity
- range of lifestyle factors and their impacts on health and wellness
- common personal digital devices and apps used for:
  - health and wellness
  - safety and security
  - communication and engagement
- impact of digital technologies on human development, health and wellbeing
- scope of role including job and task descriptions
- relevant organisational policies & procedures.

**Assessment Conditions**

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in industry.

This includes access to:

- internet
- desktop or notebook computer or digital device
- position and task descriptions
- relevant organisational policies & procedures
- simple personal digital devices.

**Assessor requirements**

No specialist vocational competency requirements for assessors apply to this unit.

<b>Unit code</b>	<b>VU23509</b>		
<b>Unit title</b>	<b>Identify variations in client health and wellbeing</b>		
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required to recognise and respond to variations in client health and wellbeing within the scope of an entry-level community services and basic health care support worker role.</p> <p>The unit applies to entry level community services and healthcare support workers working under supervision.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No specific occupational licensing, certification or legislative requirements apply to this unit at the time of publication.</p>		
<b>Pre-requisite Unit(s)</b>	N/A		
<b>Competency Field</b>	N/A		
<b>Element</b>	<b>Performance Criteria</b>		
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.		
1	Identify changes in client wellbeing status within scope of job role	1.1	Consider the impact of common health, emotional and social issues on a client's well-being
		1.2	Demonstrate a basic understanding of the impact that change may have on a client's health and wellbeing
		1.3	Inform supervisor of any variations in client's behaviour and document these according to organisation procedures
		1.4	Confirm any changes to client support requirements with supervisor
2	Respond to variations in a client's health and wellbeing	2.1	Ensure that individual client preferences are considered when providing supports as a result of variations to their health and wellbeing
		2.2	Assist in providing support which responds to the variations in a client's health and wellbeing under supervision and within scope of job role
		2.3	Monitor client's response to provision of support

2.4 Update documentation according to organisation procedures

## Range of Conditions

N/A

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria of this unit of competency are listed below.

Skill	Description
Reading skills to:	Source and evaluate relevant health and wellbeing information
Writing skills to:	Prepare documentation in a format suitable for audience and report method
Oral communication skills to:	Effectively and respectfully communicate with relevant stakeholders Use active listening and questioning to clarify and confirm understanding
Initiative and enterprise skills to:	Seek support of supervisors where appropriate
Technology skills to:	Access reliable sources of information
Digital literacy skills to:	Produce information in a suitable digital format

## Unit Mapping Information

New unit, no equivalent unit.

## Assessment Requirements Template

### Title

### Assessment Requirements for VU23509 Identify variations in client health and wellbeing

### Performance Evidence

The learner must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- specify own role and responsibility as support worker when identifying and recording variations in client health and wellbeing
- outline the impact of common health, emotional and social issues on wellbeing and actions that can be taken to support a client within scope of job role
- document changes in a client's health and wellbeing
- liaise with supervisor regarding identified health and/or wellbeing issue/s with a client
- monitor client response and document support provided resulting from variations in a client's health and wellbeing.

### Knowledge Evidence

The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

This includes knowledge of:

- common health, emotional and social issues and their impact such as:
  - lifestyle
  - nutrition and hydration
  - chronic conditions
  - alcohol
  - prescription and illicit drugs
  - social isolation
  - psychological
  - changes in personal circumstances
- indicators of variations including:
  - physical
  - emotional
  - social
- client preferences in areas such as:
  - personal care



- day-to-day tasks
- social activities
- living support services
- communication with family and/or other primary carers
- support location
- relevant organisational policies & procedures
- roles and responsibilities of an entry-level support worker.

**Assessment  
Conditions**

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in industry.

This includes access to:

- internet
- desktop or notebook computer or digital device
- examples of reliable and current websites related to health and wellbeing and client support services
- relevant organisational policies & procedures.

**Assessor requirements**

No specialist vocational competency requirements for assessors apply to this unit.





<b>Unit code</b>	<b>VU23510</b>
<b>Unit title</b>	<b>Provide support to a leisure and health program</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required to support the planning and delivery of appropriate leisure and health program activities for groups.</p> <p>It requires the ability to identify activity and participant needs and to prepare and implement simple activities in a safe and effective way under supervision.</p> <p>This unit applies to workers in a range of community services and health contexts who provide leisure and health services under the supervision of others.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No specific occupational licensing, certification or legislative requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Competency Field</b>	N/A

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Review available leisure and health program activities	1.1	Review a range of simple leisure and health program activities to determine purpose, resource needs and space requirements
		1.2	Consider individual profiles to identify recreational preferences to ensure participant choice and decision-making in activity involvement
		1.3	Assess activities for their suitability to meet identified participant recreation needs
		1.4	Ensure program activities are inclusive and cater for the cultural diversity of the potential participants
2		2.1	Select a simple leisure and health activity for implementation

Confirm program activity to meet participants' needs	2.2	Confirm suitability of selected activity for program participants with supervisor	
	2.3	Assess the individual needs of the identified participants in relation to the planned activity	
	2.4	Document participants' needs in consultation with supervisor	
3	Prepare to implement selected activity	3.1	Identify activity resources to support participants' individual needs
		3.2	Identify potential risks to participants based on their needs
		3.3	Document activity plan according to organisational policies and procedures
		3.4	Review activity plan with supervisor
		3.5	Make adjustments to activity plan based on feedback and seek supervisor sign off and approval to proceed
		3.6	Actively promote the planned activity to participants in line with their identified preferences
4	Implement program activity in accordance with approved plan	4.1	Collect resources and prepare a safe space in readiness for activity
		4.2	Confirm participants' readiness for activity
		4.3	Follow approved plan to implement activity under supervision and within agreed timelines
		4.4	Monitor participants' involvement and make simple adjustments where necessary to meet participant needs
		4.5	Seek support of supervisor when problems arise during the delivery of activity
		4.6	Use simple strategies to encourage group and individual participation under supervision and within scope of own work role
		4.7	Complete activity and return resources as required

5	Evaluate implementation of program activity	5.1	Seek feedback from key stakeholders and document client participation in program
		5.2	Evaluate and consider improvements to own performance
		5.3	Review and assess the program activity implementation in consultation with supervisor
		5.4	Report on program activity implementation according to policies and procedures

### Range of Conditions

N/A

### Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria of this unit of competency are listed below.

Skill	Description
Writing skills to:	document activity plans in an appropriate format
Problem-solving skills to:	adjust activity implementation within scope of role and determine escalation points
Initiative and enterprise skills to:	use available technologies to support implementation of activity where available and suitable for participants
Planning and organising skills to:	deliver activities within agreed timelines
Technology skills to:	identify suitable technologies available to support implementation of activities
Digital literacy skills to:	access and use relevant documentation to support planning, implementation and reporting

### Unit Mapping Information

New unit, no equivalent unit.

## Assessment Requirements Template

### Title

### Assessment Requirements for VU23510 Provide support to a leisure and health program

### Performance Evidence

The learner must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- Review, implement and evaluate one simple selected program activity with:
  - one small group consisting of 3-5 participants
  - one large group consisting of more than 10 participants

In doing so, the candidate must:

- confirm the suitability of the activity for the participants
- assess participants' needs and plan the activity accordingly to ensure that participants can participate safely
- complete the planned activity under supervision
- evaluate and report on the activity.

### Knowledge Evidence

The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

This includes knowledge of:

- legal and safety requirements as they relate to the design and implementation of leisure and health activities, programs and plans
- organisational policies and procedures and documentation requirements
- risk assessment processes and mitigation strategies
- strategies for monitoring and encouraging participation in activity
- effective communication strategies when working with diverse people
- strategies for managing group dynamics during activity
- individual leisure and health activity needs, including physical support and personal preferences
- appropriate resources to support individual needs such as tactile boards, raised numbers and other assistive devices
- technology and apps available to support innovative implementation of leisure and health activities such as virtual tours, digital newspapers and magazines and collaborative platforms for videoconferencing
- planning factors for participant needs such as size of room, friendship groups and other supports



- key stakeholders to promote positive engagement including family support.

**Assessment Conditions**

Skills in this unit must be demonstrated in the workplace with the addition of simulations or scenarios where the full range of contexts and situations are unable to be provided in the workplace.

This includes access to resources to conduct simple leisure and health activities to support clients in an aged care or disability context.

**Assessor requirements**

No specialist vocational competency requirements for assessors apply to this unit.



<b>Unit code</b>	<b>VU23511</b>
<b>Unit title</b>	<b>Explore allied health roles and responsibilities</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required to recognise the role of an Allied Health Assistant as part of an allied health team.</p> <p>It requires the capacity to identify linkages between the roles of an Allied Health Assistant and an Allied Health professional when working in a variety of different team and work environments.</p> <p>This unit applies to individuals who work with a wide variety of people in a range of community services and health contexts. Work performed requires some discretion and judgement and is carried out under regular direct, indirect or remote supervision.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No specific occupational licensing, certification or legislative requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Competency Field</b>	N/A

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Investigate the role of the Allied Health Assistant in the workplace	1.1	Explore the role, including key accountabilities, scope of practice and award classifications, of an Allied Health Assistant within the health, early childhood intervention, disability and aged care sectors
		1.2	Identify the key attributes required of an Allied Health Assistant to provide effective therapy and support
		1.3	Categorise the types of therapy environments and their impact on the work of an Allied Health Assistant
		1.4	Examine how client demographics influence the therapy and support provided by Allied Health Assistants

		1.5	Explore the role of digital and emerging technologies in the provision of allied health therapy and support
2	Explore the collaborative nature of allied health teams	2.1	Identify the roles and accountabilities of allied health team members
		2.2	Delineate the scope of practice between members of allied health teams
		2.3	Investigate key collaboration strategies and tools for working with colleagues in allied health teams
3	Examine the role of delegation and clinical supervision in the allied health sector	3.1	Summarise the key elements of clinical supervision in the allied health environment
		3.2	Identify the different formats for supervision of an Allied Health Assistant
		3.3	Identify methods for documenting clinical supervision
		3.4	Differentiate the functions of the clinical supervisor and the delegating allied health professional
		3.5	Outline the key accountabilities and responsibilities of self and delegating Allied Health professional in the allied health environment
		3.6	Recognise when and how to escalate concerns regarding delegated tasks
		3.7	Determine documentation requirements for delegated tasks
		3.8	Reflect on the role and importance of advocating for yourself when working in allied health teams

## Range of Conditions

N/A

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria of this unit of competency are listed below.

Skill	Description
Reading skills to:	source and evaluate reliable information from various sources
Writing skills to:	prepare information in a format suitable for audience
Technology skills to:	access reliable sources of information

### Unit Mapping Information

New unit, no equivalent unit.



## Assessment Requirements Template

### Title

### Assessment Requirements for VU23511 Explore allied health roles and responsibilities

### Performance Evidence

The learner must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- outline the role of an Allied Health Assistant in multi-disciplinary teams including how teams and the therapy environment influence job roles and functions. In developing the information, the candidate must:
  - explain how delegation and supervision operates in different team and therapy environments
  - describe the accountabilities and responsibilities of self, delegating allied health professional/s and clinical supervisor/s
  - outline methods for recognising issues and escalating concerns in relation to clients and own ability to undertake delegated tasks safely
  - document sources of information appropriately.

### Knowledge Evidence

The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

This includes knowledge of:

- roles and responsibilities of an allied health assistant including:
  - classification structure and qualification levels
  - tasks: non-clinical, delegated clinical task and team support
  - key accountabilities
  - scope of practice including limitations
  - reporting lines
  - personal & professional attributes required for role
- employment and working conditions across sectors such as:
  - contemporary and relevant employment awards
  - disability sector allied health assistant role and classification
  - the evolving allied health assistant role in aged care
- supervision and delegation framework for health
- supervision and delegation framework for disability
- types of allied health team member disciplines such as:

- physiotherapy
- occupational therapy
- speech pathology
- social work
- podiatry
- dietetics
- exercise physiology
- allied health professional scope of practice, roles and responsibilities
- therapy environments including:
  - hospitals, sub-acute and acute
  - rehabilitation located in hospital/home/community
  - private practice
  - early childhood learning and care centres
  - schools
  - community health centres
  - outreach services
  - home
  - residential services
- categories of therapy such as:
  - health promotion
  - prevention
  - therapy interventions
- impact of client demographic characteristics such as complexity of health care needs, age, gender, culturally and linguistically diverse backgrounds, aboriginal and/or torres strait islander people and other individual differences on the provision of allied health support
- digital and emerging technologies and apps such as:
  - health and wellness monitoring
  - safety and security
  - communication and collaboration
  - documentation and reporting including features and uses of electronic medical records and systems
- privacy and confidentiality requirements
- types of teams and their composition including:
  - single discipline



- multidisciplinary
- interdisciplinary
- collaboration strategies and tools and technologies used
- self-advocacy strategies such as expressing own needs for clinical supervision, taking ownership of clinical supervision, and advocating for own learning needs in relation to delegated tasks.

**Assessment Conditions**

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in industry.

This includes access to:

- internet
- desktop or notebook computer or digital device and relevant sources of information.

**Assessor requirements**

No specialist vocational competency requirements for assessors apply to this unit.



<b>Unit code</b>	<b>VU23512</b>
<b>Unit title</b>	<b>Support the implementation of an inclusion program within a kindergarten environment</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required to support the planning and delivery of appropriate kindergarten inclusion program activities for individuals and small groups.</p> <p>It requires the ability to implement and evaluate a selected kindergarten inclusion program learning activity under supervision.</p> <p>This unit applies to individuals who work according to established policies and procedures and under the supervision and guidance of others in regulated children's education and care services in Australia.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Competency Field</b>	N/A

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Confirm kindergarten inclusion program learning activity purpose and design meets children's needs	1.1	Identify and review a range of kindergarten inclusion program activities to determine purpose, resource needs and space requirements
		1.2	Observe the planning and implementation of kindergarten inclusion program activities
		1.3	Reflect on the kindergarten group's unique characteristics, preferences and potential challenges and the impact on implementation of program activities
		1.4	Consider suitability of inclusive learning activities to meet differing needs

		1.5	Document identified children's needs in consultation with supervisor
2	Prepare to implement selected learning activity	2.1	Identify activity resources to support children's individual needs
		2.2	Identify potential risks to children based on their individual needs
		2.3	Document activity plan according to organisational policies and procedures
		2.4	Review activity plan with supervisor
		2.5	Make adjustments to activity plan based on feedback and seek supervisor sign off and approval to proceed
3	Implement inclusive learning activity in accordance with approved plan	3.1	Collect resources and prepare safe space in readiness for activity
		3.2	Confirm children's readiness for the learning activity
		3.3	Follow approved activity plan to implement activity under supervision and within agreed timelines
		3.4	Monitor children's involvement and make simple adjustments where necessary to meet children's needs
		3.5	Seek support of supervisor if problems arise during the delivery of activity
		3.6	Use simple strategies to encourage active participation under supervision and within scope of own work role
		3.7	Complete learning activity and return resources as required
4	Evaluate implementation of kindergarten inclusion program learning activity	4.1	Seek feedback from colleagues and document children's participation in activity
		4.2	Evaluate and consider improvements to own performance
		4.3	Review and document the inclusive learning activity implementation in consultation with supervisor

## Range of Conditions

N/A

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria of this unit of competency are listed below.

Skill	Description
Writing skills to:	document activity customisations and feedback in an appropriate format
Oral communication skills to:	effectively communicate with direct supervisor, colleagues and children using respectful, age appropriate and culturally considerate communication techniques use active listening techniques to seek information and confirm understanding interact and engage with children during learning activity
Problem-solving skills to:	adjust learning activity implementation to reflect inclusive practises within scope of role and determine escalation points
Planning and organising skills to:	plan and deliver activities within agreed timelines
Digital literacy skills to:	access and use relevant documentation to support planning, implementation and reporting of learning activity

### Unit Mapping Information

New unit, no equivalent unit.

## Assessment Requirements Template

### Title

### Assessment Requirements for VU23512 Support the implementation of an inclusion program within a kindergarten environment

### Performance Evidence

The learner must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- Demonstrate the principles of providing a quality inclusive service that reflect the unique characteristics of a cohort of children within a kindergarten program. this will be demonstrated through support for the implementation of a series of kindergarten programs for the whole group.
- Implement one simple selected inclusion program learning activity under supervision with a small group consisting of 2 to 4 children. in doing so, the candidate must:
  - confirm the suitability of the activity for the children through discussion with supervisor
  - demonstrate the implementation of inclusive practises
  - complete the planned learning activity under direct supervision
  - evaluate and report on the activity.

### Knowledge Evidence

The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

This includes knowledge of:

- legal and safety requirements as they relate to the implementation of a kindergarten inclusion support worker
- methods for assisting children with additional needs alongside their peers
- requirements of supporting the whole kindergarten group in daily tasks
- responsibility relating to supporting all children across all program aspects
- the nature of barriers, inclusive practise and methods used to support the inclusion of all children
- basic principles related to recognising and valuing individual learners and supporting a strengths-based approach to all activity implementation
- basic methods used to assess and minimise risk related to learning activity implementation
- strategies for monitoring and encouraging participation of children in activities
- effective communication strategies when working with diverse children



- appropriate activity resources to support individual needs such as tactile boards, raised numbers and other assistive devices.

**Assessment  
Conditions**

Skills in this unit must be demonstrated in the workplace with the addition of simulations or scenarios where the full range of contexts and situations are unable to be provided in the workplace.

This includes access to resources to conduct kindergarten inclusion support worker tasks and requirements.

**Assessor requirements**

No specialist vocational competency requirements for assessors apply to this unit.





<b>Unit code</b>	<b>VU23513</b>
<b>Unit title</b>	<b>Investigate community health and wellbeing services</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required to work effectively in a community health and wellbeing service work context.</p> <p>The unit covers a high-level investigation of the sector and the job roles within, and how the different roles in the sector interact to ensure a person-centred approach is provided to clients.</p> <p>The main aim of the community services sector is to enhance community wellbeing by providing support to sustain and foster the functioning of individuals, families and groups, to maximise their potential. Community support services are diverse and range from care and information activities to referrals and interventions with respect to working with families, children and vulnerable members of the community.</p> <p>The workforce includes a diverse range of job roles and functions which are multi-levelled and multi-skilled as the services provided often interact with other services, especially within the community health care sector.</p> <p>This unit applies to individuals who seek to work with people across a range of community health services contexts.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No specific occupational licensing, certification or legislative requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Competency Field</b>	N/A

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Investigate the community health services sector	1.1	Identify the purpose, philosophy and underpinning principles of community health and wellbeing services and their connection to community

		1.2	Identify the services provided by community health and wellbeing service providers
		1.3	Investigate local, state and federal regulations and legislation governing community health and wellbeing services
		1.4	Explore the range of health and community services provided by local councils
		1.5	Explore the services of community outreach providers
2	Investigate the roles within a community health and wellbeing service	2.1	Explore the purpose of prevention, intervention, promotion, education, day care and rehabilitation in a community health service
		2.2	Identify the different job roles within the community health and wellbeing service provider and their network
		2.3	Identify the different roles within a community health outreach service
3	Identify the clients of a community health and wellbeing service	3.1	Describe the client demographic of the community health and wellbeing service
		3.2	Identify the barriers that clients may face when seeking to access community health and wellbeing services
		3.3	Identify how co-existing needs of clients may be managed by community health and wellbeing services
4	Identify access and referral processes within the community services sector	4.1	Explain the purpose of local Community Health Centres and how they are accessed by the community
		4.2	Describe the referral system within community health and wellbeing services
		4.3	Describe the referral system from community health centres to external service providers
		4.4	Identify resources available to assist in community health and wellbeing access and referrals

## Range of Conditions

N/A

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria of this unit of competency are listed below.

Skill	Description
Reading skills to:	review policies, procedures, regulations and legislation in relation to community health and wellbeing service provision
Writing skills to:	describe the framework of community health and wellbeing services and the roles and functions within the system present well-structured information about community health and wellbeing service providers and local council services
Technology skills to:	access sources of information related to community health and wellbeing providers

### Unit Mapping Information

New unit, no equivalent unit.

## Assessment Requirements Template

### Title

### Assessment Requirements for VU23513 Investigate community health and wellbeing services

### Performance Evidence

The learner must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- Promote community health and education by:
  - collecting resources available to assist in community health and wellbeing access and referrals
  - providing information about the purpose of community health and wellbeing and its connection to community
  - providing information on a range of services that are offered within the community health and wellbeing providers
  - providing details of how community health and wellbeing services can be accessed by the community
  - providing details of how local council services can be accessed by the community.
- Select any organisation in the local community that provides a health and wellbeing service to the community. This may include a Community Health Services provider or any organisation that provides health and wellbeing services to the community. Outline:
  - the roles and responsibilities of the key client facing job roles within the organisation
  - how each of these job roles interact through referral processes.

### Knowledge Evidence

The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

This includes knowledge of:

- the structure of the community health system including community health services providers and other service providers in the community
- organisational structure within a community health and wellbeing organisation
- the difference between local council services, community health services and other community and wellbeing services
- community health and wellbeing services and supports such as:
  - aged care services
  - alcohol and drug programs

- carer respite
- maternal and child health services
- mental health programs
- disability services
- outreach services
- problem gambling programs
- rehabilitation programs
- support for self-help
- counselling and support services available for chronic conditions and illness
- health promotion activities
- medical and nursing services
- dental health
- allied health services, such as audiology, dietetics, exercise physiology, physiotherapy, podiatry, occupational therapy and speech therapy
- the range of health and community services provided by local council
- values, principles ethics and charters underpinning work in the sector including:
  - holistic and person-centred support and services
  - community work
  - people's needs and rights including duty of care
  - principles of access and equity and human rights
  - principles of client safety
  - ottawa charter for health promotion
- broad understanding of legal and ethical frameworks in community work and/or service delivery including relevant organisational procedures, policies, awards, standards, legislation and acts and how to access them including:
  - work health and safety (whs)
  - access, equity and anti-discrimination
  - privacy
  - responsibilities in relation to child protection and other mandatory reporting requirements where relevant
  - mental health
  - disability discrimination

- supports available to people facing challenges with accessing services such as:
  - mental health
  - alcohol and other drugs
  - imprisonment
  - child protection
  - family violence
  - homelessness
  - poverty
  - health
  - age
  - disability
  - behaviours of concern
  - employment
  - culture and religion
- basic understanding of the purpose of prevention, intervention, promotion, education, and rehabilitation
- types of referrals including self-referrals
- basic understanding of the purpose of diversion programs
- basic understanding of impact of dual diagnosis and co-existing needs on clients.

**Assessment Conditions**

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in industry.

This includes access to:

- internet
- desktop or notebook computer or digital device and relevant applications
- examples of reliable and current websites.

**Assessor requirements**

No specialist vocational competency requirements for assessors apply to this unit.



<b>Unit code</b>	<b>VU23514</b>
<b>Unit title</b>	<b>Recognise and provide initial support to people with mental health needs in a community setting</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required to provide initial support to those who may have a mental health related issue in an aged care, disability or community support setting.</p> <p>It includes development of the skills and knowledge to recognise the signs and symptoms of common and disabling mental health problems, how to identify when someone is in need of support and how to provide initial support within scope of job role.</p> <p>This unit applies to individuals who work under supervision with a wide variety of people in a range of community services, disability and aged care contexts.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No specific occupational licensing, certification or legislative requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Competency Field</b>	N/A

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Recognise the signs and symptoms of common mental health conditions	1.1	Identify common mental health issues experienced across the community
		1.2	Describe the symptoms of common mental health conditions
		1.3	Identify similarities and differences between presentations of common mental health conditions
		1.4	Identify signs that indicate a person needs immediate support

2	Consider and reflect on own ability to provide initial support to clients	2.1	Reflect on own personal judgements and biases related to mental health
		2.2	Consider how biases may impact on own ability to support another person
3	Communicate respectfully with a person experiencing a mental health issue	3.1	Acknowledge and calmly approach the person requiring support using inviting body language to foster comfort and trust
		3.2	Use active listening techniques to ensure that the person feels heard and validated in their experience
		3.3	Recognise and validate the cause of distress and assist the person to feel calm and trusting of support
		3.4	Communicate with the person in a way that establishes hope and/or identifies strengths and resources
4	Provide initial support in a safe manner within scope of job role	4.1	Assess risks in the environment and consider personal safety while engaging with the person
		4.2	Provide information to the person about their rights and support them to exercise their rights where applicable
		4.3	Seek consent from the person to contact any relevant supportive people in their life if appropriate
		4.4	Maintain privacy and confidentiality within the context of workplace policy and procedure
		4.5	Take action within scope of job role to ensure safety of self and person requiring initial support
		4.6	Consult with senior staff/supervisor where risks are identified or when person is requiring further support to manage distress, is in a crisis situation or is seeking ongoing support to manage their symptoms

## Range of Conditions

N/A



## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria of this unit of competency are listed below.

Skill	Description
Reading skills to:	source and evaluate reliable information from various sources
Writing skills to:	prepare information in a format suitable for audience
Oral communication skills to:	effectively communicate using respectful, age appropriate and culturally considerate communication techniques
Problem-solving skills to:	determine relevant referral options that align with the client's needs and wants
Teamwork skills to:	involve additional/senior staff at appropriate moment in the interaction with the client
Self-management skills to:	manage own personal reactions to the situation presented by the client
Digital literacy skills to:	access reliable information and referral sources

### Unit Mapping Information

New unit, no equivalent unit.

## Assessment Requirements Template

### Title

### Assessment Requirements for VU23514 Recognise and provide initial support to people with mental health needs in a community setting

### Performance Evidence

The learner must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- Present information on common signs and symptoms of different mental health conditions.
- Reflect on own internalised judgements and biases regarding mental health and how that may impact on ability to provide initial support to a person in need.
- Recognise and provide initial support to a person with a common mental health condition within scope of own job role. In providing support, the candidate must:
  - demonstrate the ability to engage with the person respectfully
  - listen and communicate clearly to identify immediate needs
  - manage personal safety
  - identify potential actions
  - take appropriate course of action.

### Knowledge Evidence

The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

This includes knowledge of:

- legal and ethical considerations for working with people with mental health issues
- common mental health conditions across the community and their symptoms, including:
  - mood disorders
  - anxiety disorders
  - substance abuse disorders
  - psychotic disorders
  - eating disorders
  - organic disorders such as dementia
- impacts of judgement, stigma and discrimination on a person with a mental health condition

- basic processes for personal self-reflection
- basic principles of choice and control
- communication and basic de-escalation strategies, including:
  - active listening skills
  - verbal communication skills, such as use of calming tone and volume of voice, validating responses
  - appropriate use of body language
  - observation skills
- legislation related to:
  - privacy
  - mental health
- common workplace policy and procedures relevant to community services such as:
  - privacy
  - confidentiality
  - duty of care
  - informed consent
  - scope of practice
  - seeking support and assistance from senior staff, supervisors or other health professionals
  - managing personal safety during interactions with clients and basic techniques to assess risk to personal safety
- actions that may be required if a situation escalates, including:
  - contacting emergency services such as police or ambulance
  - contacting child protection authorities
- referral options for supports that may be useful for the client, including:
  - local community mental health teams
  - other support options such as family support services, drug and alcohol referral, vocational support services, and disability support services.

### Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in industry.

This includes access to:

- internet
- desktop or notebook computer or digital device.

### **Assessor requirements**

No specialist vocational competency requirements for assessors apply to this unit.

<b>Unit code</b>	<b>VU23515</b>
<b>Unit title</b>	<b>Investigate telehealth and virtual communication technologies</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required to explore the emerging fields of video consultation and telehealth using video technologies.</p> <p>It requires the ability to identify how video and Telehealth technologies are changing the provision of community services and healthcare. It seeks to develop understanding in the applications, uses and impact of emerging technologies in the sector.</p> <p>The unit applies to applies to people considering a career in the community services and health sectors.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No specific occupational licensing, certification or legislative requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Competency Field</b>	N/A

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Examine the impact of video technologies on the community services and health sectors	1.1	Explore the emergence of video technologies within the community services and health sectors
		1.2	Consult with industry relevant stakeholders to gain insight into how video technologies have been embedded into practise
		1.3	Describe how jobs have changed to accommodate the use of video technologies
		1.4	Identify benefits and challenges arising from the growing use of video technologies
2	Determine the impacts of video technology on the	2.1	Consider how global factors influenced the provision of community services and health care through technology

	community services and health sectors	2.2	Identify the impacts of disruptions and changing work locations on the wellbeing of workers in the community services and health sectors
		2.3	Identify strategies to reduce the adverse effects of technology-driven change in the community services and health sector environment
3	Explore how health services have been improved by technology	3.1	Identify how service provision within the sector has evolved as a result of improved telecommunications capability
		3.2	Explore how support services have utilised Telehealth to improve access for regional and remote communities
4	Identify how emerging technologies can transform the future of community services and healthcare	4.1	Identify how improved telecommunications could continue to transform the community services and health sectors
		4.2	Investigate emerging technologies and their likely impact on roles within the community services and health sectors
		4.3	Assess potential skill shortages that may develop over the short- and long-term within community services and healthcare due to changing professional practises relating to the use of video technologies

## Range of Conditions

N/A

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria of this unit of competency are listed below.

Skill	Description
Reading skills to:	identify and interpret information from various sources
Writing skills to:	use clear, specific and industry-related terminology related to video and health technologies
Technology skills to:	Identify the uses of communication technologies in the community services and health sectors

## Unit Mapping Information

New unit, no equivalent unit.

## Assessment Requirements Template

### Title

### Assessment Requirements for VU23515 Investigate telehealth and virtual communication technologies

### Performance Evidence

The learner must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- investigate and document the prevalence and current use of video and other technologies in service provision and reflect on the impact on jobs and individuals
- consider and reflect on the potential of emerging technologies to transform the future of support work in the community services and health sectors. In doing so:
  - consider how a chosen role is likely to change over the next two to five years due to the impact of emerging technologies
  - identify the changing skills required due to emerging technologies.

### Knowledge Evidence

The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

This includes knowledge of:

- range and use of video and other technologies used in telehealth service provision
- legislative requirements relevant to video technologies including data protection, privacy laws and regulations
- emerging technologies impacting jobs in the community services and health sectors such as:
  - social media and other apps utilising video capture
  - assistive technologies such as fall detection, emergency and voice recognition apps.

### Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in industry.

This includes access to sources of information relating to video conferencing and telehealth platforms, systems and software.

### **Assessor requirements**

No specialist vocational competency requirements for assessors apply to this unit.



<b>Unit code</b>	<b>VU23516</b>
<b>Unit title</b>	<b>Use health and community care technologies to support clients</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required to support client use of specific technologies in the community services and health sectors.</p> <p>This unit seeks to develop skills in understanding the needs of organisations and clients relating to video technology and telehealth support needs. This unit will enable the student to identify the problems and challenges of supporting client telehealth and video conferencing requirements, implement support for client access and use and evaluate to identify improvements to support documents.</p> <p>The unit applies to people considering a career in the community services and health industry.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No specific occupational licensing, certification or legislative requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Competency Field</b>	N/A

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Assess the cohort for video technology or telehealth support	1.1	Identify the cohort of clients and their current levels of technology use
		1.2	Assess the availability of appropriate technologies and the systems, tools and platforms currently being used
		1.3	Clarify clients' aspirations for the use of telehealth and/or video conferencing technologies
		1.4	Identify appropriate technologies and outcomes that will meet clients' expectations

2	Identify the problem or challenge to be supported	2.1	Collate a list of problems and challenges already identified by current staff and clients
		2.2	Document potential solutions to facilitate the troubleshooting or proactive management of these challenges
		2.3	Revise the list of potential technologies to reflect the assessment and troubleshooting results
3	Support clients to use telehealth and video conferencing technologies	3.1	Identify a Telehealth or video conference activity that a client needs support to undertake
		3.2	Examine the technology that can be used to meet client capability and identified activity use
		3.3	Make plans to support client in telehealth or video conference session
		3.4	Provide support for the client to access and use the Telehealth or video conferencing technology with confidence
		3.5	Ensure online communication is undertaken in accordance with organisational policy, procedures and net etiquette (netiquette)
4	Evaluate and document activity results	4.1	Assess activity session results with feedback from the supervisor and client
		4.2	Identify improvements that can be made to future activity sessions
		4.3	Update documentation that supports the use of the technologies to reflect lessons learned

### Range of Conditions

N/A

### Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria of this unit of competency are listed below.

Skill	Description
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Reading skills to:	identify and interpret information from sources to complete work requirements
Writing skills to:	use clear, specific and industry-related terminology to represent the implementation and evaluation of telehealth and virtual communications
Oral communication skills to:	effectively communicate with client while providing support
Problem-solving skills to:	identify possible problems and troubleshoot to find solutions seeking advice when appropriate
Technology skills to:	identify appropriate digital devices, apps, systems and technologies to support communication
Digital literacy skills to:	access and use communication technologies to support clients

**Unit Mapping Information**

New unit, no equivalent unit.



## Assessment Requirements Template

### Title

### Assessment Requirements for VU23516 Use health and community care technologies to support clients

### Performance Evidence

The learner must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- investigate the use of video conferencing and telehealth systems and software currently in use within the workplace for both personal and work applications to assess current challenges and issues being experienced within the workplace and identify potential solutions.
- prepare a simple troubleshooting or frequently asked questions guide to support use of relevant technologies
- plan and implement support for a minimum of two clients to participate in a video conference session
- evaluate the success of the activity sessions and key outcomes that resulted from the session
- identify lessons learned and opportunities for improvement and update guide.

### Knowledge Evidence

The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

This includes knowledge of:

- range of digital tools used within a community services workplace setting
- organisational policies and procedures relating to the use of digital tools
- range of video conferencing platforms, systems and technologies techniques for supporting clients in the use of telehealth and video conference technologies
- basic troubleshooting tips such as:
  - uses of teleconferencing technologies and common problems experienced when accessing
  - methods for re-booting systems or refreshing webpages
  - ensuring cords and cables are properly connected
  - ensuring internet connectivity and whether system updates are required or are currently running
- features and uses of basic telehealth platforms such as:
  - remote patient monitoring



- store and forward
- ePrescriptions
- instant medical consult
- counselling /psychologists/ psychiatry consultations
- Health Services Australia.

**Assessment  
Conditions**

Skills in this unit must be demonstrated in the workplace with the addition of simulations or scenarios where the full range of contexts and situations are unable to be provided in the workplace.

This includes access to video conferencing and/or telehealth platforms, systems and software.

**Assessor requirements**

No specialist vocational competency requirements for assessors apply to this unit.



<b>Unit code</b>	<b>VU23517</b>
<b>Unit title</b>	<b>Investigate emerging technologies in community services and health</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required to investigate emerging technologies used within the community services and health sectors.</p> <p>Emerging technologies may be new technologies or existing technologies that are updating and evolving. It includes technologies that are currently developing or expected to be available within the next five to ten years that are expected to create significant social or economic effects. This unit focuses on emerging technologies within the community service and health sectors specifically.</p> <p>It requires the ability to investigate a range of emerging technologies and their potential uses in the workplace to identify opportunities for implementation. The unit considers future job roles working with emerging technologies in the sector and requires an understanding of person-centred care and the need to balance technology with the individual needs of the client.</p> <p>The unit applies to people considering a career in the community services and health industry.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No specific occupational licensing, certification or legislative requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Competency Field</b>	N/A

<b>Element</b>	<b>Performance Criteria</b>
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.
1	1.1 Develop awareness of emerging technologies currently in use in the community services and health sectors

	Examine the current state of emerging technologies	1.2	Identify the characteristics of emerging technologies that support broad implementation of their use in the community services and health sectors
		1.3	Explore how job roles have evolved due to the introduction of emerging technologies in current practice
2	Determine the impact of emerging technologies on future job roles in the sector	2.1	Identify emerging technologies that might be used in community services and healthcare in the future
		2.2	Explore potential uses of emerging health technologies to resolve global, national and local issues
		2.3	Identify potential career opportunities impacted by emerging technologies in community support and healthcare
		2.4	Consider the capabilities that may be required to develop a career in community services and health as a result of emerging technologies
		2.5	Identify strategies to develop skills and build career resilience for movement between occupations within the community services and health sectors impacted by emerging technologies
3	Assess the challenges of implementing emerging community services and health technologies	3.1	Reflect on legislation and/or organisation policies that may impact on the implementation of emerging community services and health technologies
		3.2	Investigate the risks and ethical dilemmas that could impact the implementation of the emerging technologies
		3.3	Identify the benefits that could arise from the implementation of emerging technologies in the community services and health sector
		3.4	Consult with relevant stakeholders to gain insight into the current and anticipated future work environment related to community services and health technologies
		3.5	Identify the sustainability impact of emerging technologies
		3.6	Assess potential cyber security issues and data use challenges and opportunities arising from emerging technologies

4	Determine how an emerging technology can meet an identified need	4.1	Identify a potential business, community or client need for an emerging community services and health technology
		4.2	Reflect on the need for strengths-based and person-centred practice that balances the use of technology with the needs of the individual
		4.3	Develop a real problem statement for your identified business, community or client need

### Range of Conditions

N/A

### Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria of this unit of competency are listed below.

Skill	Description
Reading skills to:	identify and interpret information from sources to identify trends
Writing skills to:	use clear, specific and industry-related terminology to represent outcomes required for insight into sector appropriate emerging technologies
Oral communication skills to:	respectfully communicate with stakeholders using questioning and active listening techniques
Learning skills to:	identify how emerging technologies may impact the community services and health sectors
Technology skills to:	access relevant sources of information
Digital literacy skills to:	produce information in a format suitable for audience

### Unit Mapping Information

New unit, no equivalent unit.



## Assessment Requirements Template

### Title

### Assessment Requirements for VU23517 Investigate emerging technologies in community services and health

### Performance Evidence

The learner must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- investigate and assess a range of emerging technologies that can support clients within the community services and health sectors then select at least one of each of the following emerging technologies:
  - an app
  - a simple digital tool
  - an assistive technology
- describe and evaluate characteristics of each technology such as purpose, features, attributes and potential applications for clients
- develop a real-world problem statement that identifies an opportunity that responds to at least one of the selected emerging community services and health technologies. In doing so, the candidate must:
  - identify how the technology supports the needs of the business, community and/or client
  - identify the potential benefits for the business, community and/or client in implementing the emerging technology opportunity
  - identify the risks of implementing the emerging technology opportunity
  - discuss considerations for implementation and use of the technology.

### Knowledge Evidence

The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

This includes knowledge of:

- definition of emerging technology
- principles of strengths based and person-centred practice
- process and structure to identify an issue and scope a real-world problem statement
- financial, human, and environment sustainability impacts of emerging technologies
- characteristics of a range of emerging technologies such as:

- digital information systems, digital records, digital data input and extraction, and big data
- digital consumer engagement tools such as digital fitness and training, prescription strength gaming, peace of mind apps, voice activation, cognitive assistants, smart home systems and speakers
- ecompanionship, high tech concierge care and care infotainment
- robot technology such as porters, sterilisation, laundry and food transport, food preparation, delivering meals and dishwashing
- telemedicine such as eprescriptions and medication management, doctorless exams, at home medical laboratory tests, biometric screening systems, remote monitoring, home-based medical devices, automatic medical transcribing, metabolic monitoring and medical applications of thermal imaging
- remote monitoring and daily activity monitoring such as fall detection, location and tracking, loss of item tracking and environment monitoring
- augmented technologies such as sleep technologies, exoskeletons and exo-suits, and technological ears and eyes, connected fabrics and touch sensitive materials.

### Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in the community services and health industry.

This includes access to:

- existing technologies including systems, tools and apps already in use
- appropriate emerging technologies for exploration and review
- relevant legislation, regulations, organisational policies or procedures
- real-world problem statement template.

### Assessor requirements

No specialist vocational competency requirements for assessors apply to this unit.

<b>Unit code</b>	<b>VU23518</b>
<b>Unit title</b>	<b>Support the use of emerging technologies in community services and health</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required to identify applications for emerging digital tools, apps or assistive technologies.</p> <p>This unit also requires the support of clients in the use of appropriate emerging and assistive technologies.</p> <p>The unit applies to people considering a career in the community services and health industry.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No specific occupational licensing, certification or legislative requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Competency Field</b>	N/A
<b>Element</b>	<b>Performance Criteria</b>
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.
1	<p>Scope, select and review a specific emerging technology to meet an identified need</p> <p>1.1 Identify a digital tool, an app or an assistive technology that could assist a client</p> <p>1.2 Create or review a real-world problem statement to confirm the selected solution meets the identified need</p> <p>1.3 Determine any potential approvals required from relevant stakeholders for the use of the digital tool, app or assistive technology solution</p> <p>1.4 Review the digital tool, app or assistive technology against the identified need to assess its suitability for use</p>
2	<p>2.1 Consult with client to ensure individual needs are addressed in the introduction of the emerging technology</p>

	Assess the impact of the emerging technology on a client	2.2	Determine the positive and negative impacts that the selected technology may have on the client's individual needs
		2.3	Identify how the identified technology can support the client's individual needs
3	Demonstrate and problem solve the emerging technology use	3.1	Design a simple activity plan to trial the use of a digital tool, app or assistive technology with colleagues
		3.2	Demonstrate use of a digital tool, app or assistive technology and provide one on one instruction to other users to support correct operation
		3.3	Solve challenges identified during the trial use of the technology
4	Support client use of a digital tool, app or assistive technology	4.1	Adjust the simple activity plan as required and seek supervisor approval for plan
		4.2	Seek client consent to provide support in line with the approved plan
		4.3	Support client to use the technology in accordance with the planned activity adjusting as necessary to meet the needs of the client
		4.4	Ensure that client support is undertaken in accordance with organisational policy and procedures
5	Seek feedback and reflect on own performance	5.1	Seek feedback from supervisor and client following activity supporting use of the technology
		5.2	Evaluate and reflect on feedback received
		5.3	Identify advantages and disadvantages resulting from the use of the technology solution
		5.4	Identify potential improvements to implementation support and update activity plan

## Range of Conditions

N/A

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria of this unit of competency are listed below.

Skill	Description
Reading skills to:	interpret text to establish real work problem statement and technology requirements
Writing skills to:	prepare information and document outcomes of client support
Oral communication skills to:	effectively communicate with others using appropriate terminology confirm understanding and seek feedback using questioning and active listening techniques
Problem-solving skills to:	identify problems and troubleshoot to identify solutions
Technology skills to:	access, use and troubleshoot relevant technology
Digital literacy skills to:	prepare information in a suitable format

### Unit Mapping Information

New unit, no equivalent unit.

## Assessment Requirements Template

### Title

### Assessment Requirements for VU23518 Support the use of emerging technologies in community services and health

### Performance Evidence

The learner must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- design a simple activity plan to support the use of an emerging technology by a client. In doing so, the candidate must demonstrate the principles of strengths-based and person-centred practice and:
  - identify a suitable technology that solves a problem
  - trial the use of the technology and make adjustments as necessary
  - provide support to a client in the use of the technology
  - customise the approach throughout the session to ensure the speed, language, level and tone is appropriate to the end user
  - reflect on feedback and own performance and make recommendations and adjustments for future support activities.

### Knowledge Evidence

The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role.

This includes knowledge of:

- principles of strengths-based and person-centred practice
- informed consent
- duty of care and dignity of risk
- structure of a real-world problem statement
- a range of emerging digital tools, apps and assistive technologies currently available to support the person in the areas of:
  - health and wellness
  - safety and security
  - communication and engagement.

### Assessment Conditions

Skills in this unit must be demonstrated in demonstrated in the workplace with the addition of simulations or scenarios where the full range of contexts and situations are unable to be provided in the workplace.

This includes supervised access to:

- sources of information related to the range of technologies, tools and apps transforming healthcare and support

- resources to support clients in the use of appropriate technologies
- relevant legislation, regulations, organisational policies or procedures.

**Assessor requirements**

No specialist vocational competency requirements for assessors apply to this unit.