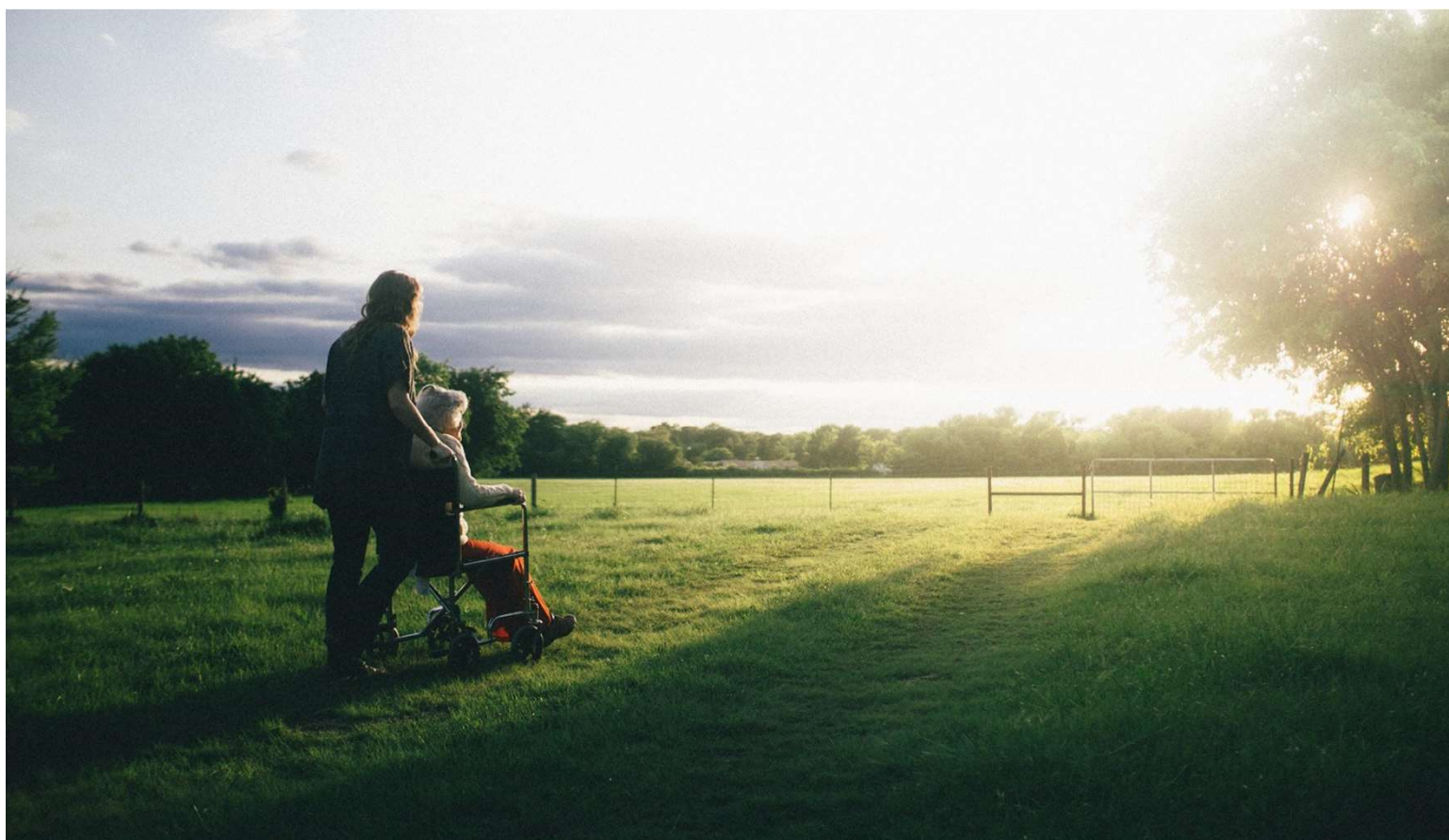




Australian Government
Department of Education,
Skills and Employment

Companion Volume Implementation Guide: RTO Factsheet CHCSS00114 Entry into Care Roles Skill Set





An overview

A new skill set developed in response to COVID-19

The COVID-19 pandemic has placed an unprecedented strain on the aged care and disability support workforce, impacting a range of job roles in those sectors. Industry feedback and employment statistics show that there is demand for rapid upskilling of a 'surge' workforce to fill aged care assistant, disability support and client assistant roles. In response to this increased demand, the Australian Industry Skills Committee and the Department of Education, Skills and Employment has endorsed a new skill set to support the entry level skilling of a 'surge' aged care and disability support workforce, equipping learners with the skills and knowledge required to adapt to a range of new risks posed by the COVID-19 pandemic.

Skill set components: CHCSS00114 Entry into Care Roles Skill Set

HLTWHS002 Follow safe work practices for direct client care

This unit describes the skills and knowledge required for a worker to participate in safe work practices to ensure their own health and safety, and that of others in work environments that involve caring directly for clients. It has a focus on maintaining safety of the worker, the people being supported and other community members.

HLTINF001 Comply with infection prevention and control policies and procedures

This unit describes the skills and knowledge required to follow organisational infection prevention and control procedures, including implementing standard and transmission-based precautions and responding to infection risks.

CHCCCS015 Provide individualised support

This unit describes the skills and knowledge required to organise, provide and monitor support services within the limits established by an individualised plan. The individualised plan refers to the support or service provision plan developed for the individual accessing the service and may have many different names in different organisations.

This skill set has been designed to expand current options available to rapidly upskill people to work in support care roles in the aged care and disability support sectors. The skill set is **not** designed to replace the *Certificate III in Individual Support* or any other qualification, but rather to meet an immediate industry need to rapidly upskill workers for entry into the sector, and support workers in the eventual completion of a full certificate as required.* As noted, this skill set is being developed to address an *immediate* industry need. Its use therefore is intended to be temporary, with the skill set considered valid until 30 June 2021, with a mid-point review in December 2020. It may be extended by quarterly intervals to align with the course of the COVID-19 pandemic and recovery phase.

**Please note: This skill set does not preclude learners from enrolling in other established skill sets, including those being trialled and implemented by states and territories, or training being implemented by industry peak bodies or other organisations during this period.*

Purpose of this factsheet

This factsheet provides guidance to those registered training organisations (RTOs) wishing to deliver CHCSS00114 *Entry into Care Roles Skill Set*. It aims to support them in the delivery, or adjusted delivery, of this skill set in the COVID-19 environment.

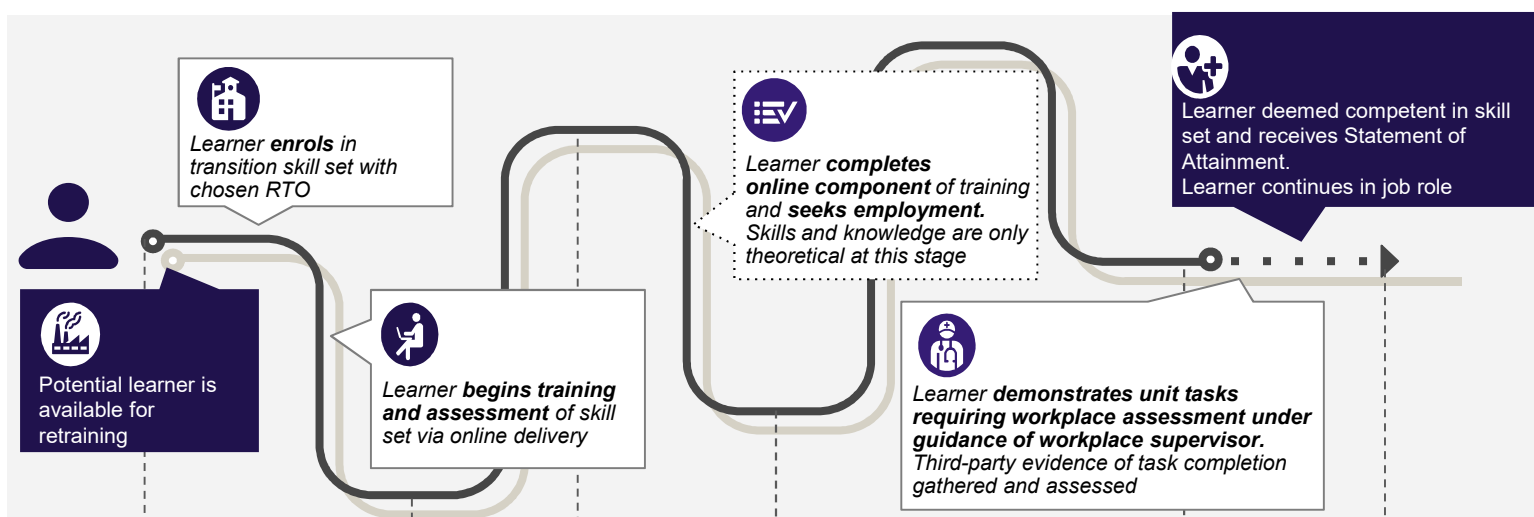
Guidance provided on issues relating to delivery, includes:

- Key questions that RTOs may need to consider in the delivery of this skill set;
- Components that may require adjustment to include COVID-19 considerations;
- Components that may require adjustment for online delivery or simulated assessment; and
- Other considerations relating to the delivery of the skill set.



Guidance for RTOs

In response to COVID-19, CHCSS00114 *Entry into Care Roles skill set* has been developed in order to transition learners into entry level care roles, in demand from the impact of COVID-19. The skill set has been developed in consultation with industry who have identified basic job functions of workers in aged care and disability support roles that can be undertaken by those who complete the skill set. The skill set equips learners with basic skills and knowledge for entry into the care workforce via theoretical online training, before undertaking practical aspects of the training once employed. The following diagram describes the journey that learners will undertake, and how RTOs will be able to deliver the training to facilitate the learner's required training.



How will we transition our delivery of the skill set's Units of Competency onto an online platform?

There are several components of the units in this skill set that can be tailored for online delivery and some that cannot. DESE has analysed which skill set components may be delivered online and is working with course content developers to produce online teaching materials that are compliant with ASQA's standards, and are appropriately contextualised to delivering the skills and knowledge required in a COVID-19 impacted workplace. These materials will be available for RTOs to use to deliver the online training and assessment required.

How will we and why would we contextualise our pre-existing training material for COVID-19?

Clause 1.5 of the *Standards for RTOs 2015* states that 'The RTO's training and assessment practices are relevant to the needs of industry and informed by industry engagement.' The aforementioned skill set has been developed through direct consultation with industry who have specifically called for this training to be developed in response to the COVID-19 pandemic to support the immediate demand for workers in care roles. To ensure rapid development and consistent training outcomes, contextualised training materials have been developed for RTOs to use free of charge. In order to meet compliance in delivering this skill set, RTOs will be required to adhere to the intent of the skill set and deliver it in the appropriately contextualised way.



Guidance for RTOs (cont.)

Learner journey

How will we rapidly identify industry-standard training practices under time pressure?

Centrally produced training materials will be tested with key industry experts to ensure they reflect common industry practice. For trainers and assessors to meet the requirement to *'have current industry skills directly relevant to the training and assessment being provided'* (Clause 1.13[b]), it is recommended they undertake the **Aspen Medical Online Training Module** which addresses the skills and knowledge particularly applicable to COVID-19 and infection control, in addition to the further sources of information which would usually inform their delivery. Alternatively, they could demonstrate equivalent skills and knowledge to that delivered in the Aspen training.

How will we upskill workplace supervisors in gathering third-party evidence of task completion?

To ensure compliance and consistency in how workplace supervisors gather third-party evidence to assist RTOs in undertaking their assessment of competence, checklists and support material have been centrally developed to accompany training materials. RTOs should ensure that they liaise with employers prior to learners undertaking practical tasks in the workplace and provide the workplace supervisor with comprehensive information about their role in the evidence gathering process, the process to be followed, and the nature of evidence being sought. Further information about this can be found via the ASQA Fact Sheet – [Using other parties to collect assessment evidence](#).

What evidence is required of both task completion and supervisor competence?

In line with the *Standards for RTOs 2015*, evidence collected of task completion must meet the rules that evidence is valid, sufficient, current and authentic. RTOs must provide employers with comprehensive guidance about using the best person/s to collect evidence. The appropriate person to observe or report on the performance of a learner is someone who is in a position to make a valid comment on the learner's performance. Further information can be found in the aforementioned [Fact Sheet](#).

What do we give our learners to indicate they have successfully completed the training? And when?

In line with the *Standards for RTOs 2015* (Clauses 3.2-3.3), RTOs must issue a student who has completed one or more units/modules (but not a full qualification) and has finished their training with the RTO with a Statement of Attainment (a record of results may also be issued in this case). The Statement of Attainment and other relevant documentation must be issued within 30 days directly to the learner. It will form the relevant documentation for completion of the CHCSS00114 *Entry into Care Roles Skill Set*. DESE, in consultation with relevant stakeholders, will ensure that expectations about evidence of training completion are communicated to employers.



Guidance for RTOs (cont.)

Learner journey

Is there complementary training we can recommend for our learners to do as further workforce preparation?

CHCSS00114 *Entry into Care Roles Skill Set* fulfills the requirements industry has defined in light of COVID-19 and the demand for rapid upskilling into aged care and disability support job roles, but it represents the **minimum** expectation only of training. In consultation, industry identified other skills and knowledge that would be considered as 'next-steps' in the learning journey, to be relevant and complementary to the job role. While the exact nature of these skills and knowledge will depend on the specific role itself, they could be expected to include existing units of competency specific to first aid, work health and safety, communication and empowerment, dementia, and cultural competency within the aged care and disability support sectors. In addition, non-accredited, free or low-cost online training considered to be of industry standard or COVID-19 relevance may also be undertaken. These include infection control training provided by [Aspen Medical](#), [NDIS Worker Orientation Modules](#), as well as the Aged Care Quality and Safety Commission Alis Modules.

Note: It is highly recommended in the delivery of this skill set that RTOs include the aforementioned infection control training provided by [Aspen Medical](#), as a part of their COVID-19 contextualisation.

Are there additional requirements for learners undertaking this skill set before they can be placed in work?

Entry and screening requirements for the aged care and disability support sectors may vary according to State/Territory or organisational policies; however, common expected requirements may include, but are not limited to:

- National police check
- First aid certification
- Working with Vulnerable People registration
- Working with Children Check
- Mental health first aid

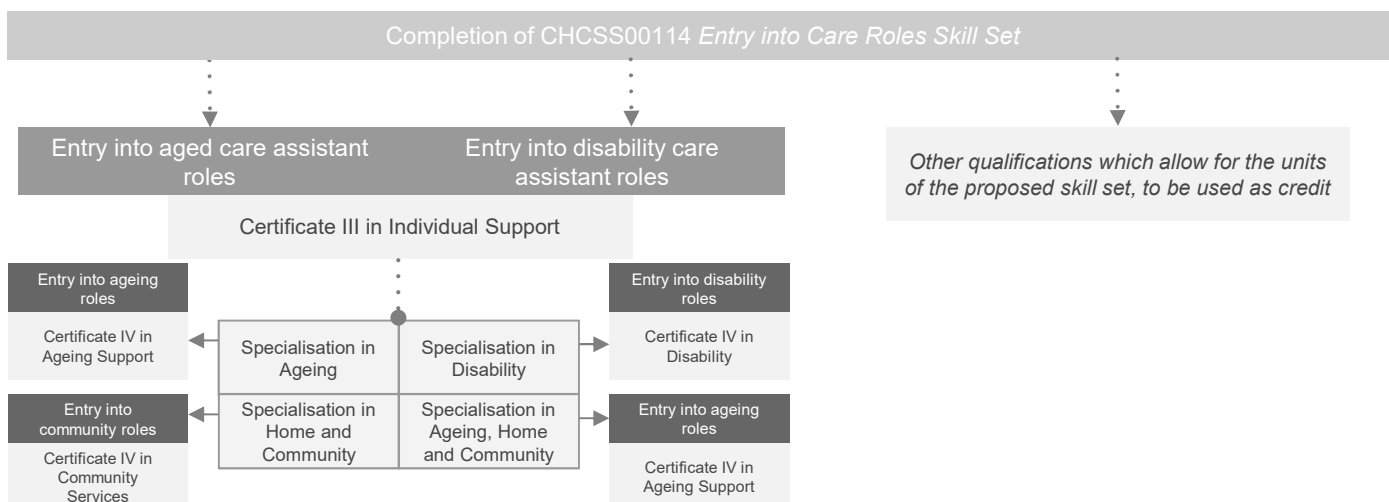




Pathways

How this skill set fits in the training package landscape

Another important area for learners and RTOs to consider are the pathway options available from this skill set. The following diagram illustrates the range of vocational outcomes available to those undertaking this skill set, as well as the availability for further progression and qualifications.



Delivery

Appendix A - Indicative areas of required delivery updates

Attached to this factsheet are indicative areas of the skill set components where industry stakeholders identified that delivery may differ in light of:

- 1) **COVID-19 skills and knowledge:** Changes to skill or knowledge expectations due to COVID-19;
- 2) **Online delivery:** Increased expectation for online delivery during the COVID-19 period.

Each component has been marked against *indicative* criteria from consultation where a skill or knowledge area may have been impacted by COVID-19 and adjusted delivery may be required. These indicative assessments have been created to assist RTOs in identifying areas where they *may* need to adjust materials and/or assessment design to match current conditions.



Appendix A

Indicative areas of required delivery updates

The purpose of this document is to provide further (and indicative only) delivery guidance for RTOs in their assessment of what component from each Unit of Competency within *CHCSS00114 Entry into Care Roles Skill Set*, can be delivered online, prior to work placement or within the workplace. It also provides guidance to assist with further RTO analysis on the components that can be contextualised to cater for the changing work landscape as a result of COVID-19. **Please note: these are indicative only, and should not be relied on for purposes of audit or any determination by the relevant regulator.** We note also anything contained in this document does not exclude any requirements for RTOs to adhere to the *Standards for RTOs 2015*.

Unit of Competency component	Suitable for online / partially online delivery	Complete prior to work placement	Complete in the workplace	Contextualise for COVID-19
CHCCCS015 Provide individualised support				
<p><i>Application</i> This unit describes the skills and knowledge required to organise, provide and monitor support services within the limits established by an individualised plan. The individualised plan refers to the support or service provision plan developed for the individual accessing the service and may have many different names in different organisations.</p> <p>This unit applies to workers who provide support under direct or indirect supervision in any community services or health context.</p> <p><i>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.</i></p>	N/A	N/A	N/A	N/A
1.1 Interpret and clarify own role in implementing individualised plan and seek appropriate support for aspects outside scope of own knowledge, skills or job role	✓	✓		
1.2 Confirm individualised plan details with the person and with family and carers when appropriate			✓	
1.3 Ensure the person is aware of their rights and complaints procedures			✓	
1.4 Work with the person to identify actions and activities that support the individualised plan and promote the person's independence and rights to make informed decision-making			✓	
1.5 Prepare for support activities according to the person's individualised plan, preferences and organisation policies, protocols and procedures	✓			
2.1 Conduct exchanges with the person in a manner that develops and maintains trust	✓		✓	



Unit of Competency component	Suitable for online / partially online delivery	Complete prior to work placement	Complete in the workplace	Contextualise for COVID-19
2.2 Provide support according to the individualised plan, the person's preferences and strengths, and organisation policies, protocols and procedures			✓	
2.3 Assemble equipment as and when required according to established procedures and the individualised plan			✓	
2.4 Respect and include the family and/or carer as part of the support team	✓		✓	
2.5 Provide support according to duty of care and dignity of risk requirements	✓		✓	
2.6 Provide assistance to maintain a safe and healthy environment	✓	✓	✓	✓
2.7 Provide assistance to maintain a clean and comfortable environment	✓	✓	✓	✓
2.8 Respect individual differences to ensure maximum dignity and privacy when providing support	✓		✓	
2.9 Seek assistance when it is not possible to provide appropriate support	✓	✓	✓	
3.1 Monitor own work to ensure the required standard of support is maintained	✓		✓	✓
3.2 Involve the person in discussions about how support services are meeting their needs and any requirement for change			✓	
3.3 Identify aspects of the individualised plan that might need review and discuss with supervisor	✓	✓	✓	
3.4 Participate in discussion with the person and supervisor in a manner that supports the person's self determination			✓	
4.1 Maintain confidentiality and privacy of the person in all dealings within organisation policy and protocols	✓	✓	✓	
4.2 Comply with the organisation's informal and formal reporting requirements, including reporting observations to supervisor	✓		✓	
4.3 Identify and respond to situations of potential or actual risk within scope of own role and report to supervisor as required	✓	✓	✓	✓
4.4 Identify and report signs of additional or unmet needs of the person and refer in accordance with organisation and confidentiality requirements	✓		✓	
4.5 Complete and maintain documentation according to organisation policy and protocols	✓		✓	



Unit of Competency component	Suitable for online / partially online delivery	Complete prior to work placement	Complete in the workplace	Contextualise for COVID-19
4.6 Store information according to organisation policy and protocols	✓		✓	
<p><i>Performance Evidence</i></p> <p>There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> used individualised plans as the basis for the support of 3 individuals 				
<p><i>Knowledge Evidence</i></p> <p>This includes knowledge of:</p> <ul style="list-style-type: none"> rationale and processes underpinning individualised support planning and delivery: <ul style="list-style-type: none"> basic principles of person-centred practice, strengths-based practice and active support documentation and reporting requirements 	✓	✓		
<ul style="list-style-type: none"> roles and responsibilities of different people and the communication between them: <ul style="list-style-type: none"> carers and family person being supported health professionals individual workers supervisors service delivery models in the relevant sector 	✓	✓		
<ul style="list-style-type: none"> legal and ethical requirements and how these are applied in an organisation and individual practice, including: <ul style="list-style-type: none"> privacy, confidentiality and disclosure duty of care dignity of risk human rights discrimination mandatory reporting work role boundaries – responsibilities and limitations 	✓	✓		
<ul style="list-style-type: none"> factors that affect people requiring support 	✓		✓	
<ul style="list-style-type: none"> practices that support skill maintenance and development 	✓	✓		
<ul style="list-style-type: none"> indicators of unmet needs and ways of responding 	✓		✓	
<ul style="list-style-type: none"> risk management considerations and ways to respond to identified risks 	✓	✓		✓



Unit of Competency component	Suitable for online / partially online delivery	Complete prior to work placement	Complete in the workplace	Contextualise for COVID-19
<p><i>Assessment Conditions</i> Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:</p> <ul style="list-style-type: none">• use of suitable facilities, equipment and resources, including:• individualised plans and equipment outlined in the plan• infection control policies and procedures• modelling of standard industry operating conditions and contingencies, including involvement of real people when using relevant equipment <p>Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.</p>	✓	✓	✓	



Unit of Competency component	Suitable for online / partially online delivery	Complete prior to work placement	Complete in the workplace	Contextualise for COVID-19
HLTWHS002 Follow safe work practices for direct client care				
<p><i>Application</i></p> <p>This unit describes the skills and knowledge required for a worker to participate in safe work practices to ensure their own health and safety, and that of others in work environments that involve caring directly for clients. It has a focus on maintaining safety of the worker, the people being supported and other community members.</p> <p>This unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, in both centre-based and home-based service provision.</p> <p><i>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.</i></p>	N/A	N/A		
1.1 Follow workplace policies and procedures for safe work practices	✓		✓	✓
1.2 Identify existing and potential hazards in the workplace, report them to designated persons, and record them according to workplace procedures			✓	✓
1.3 Identify any client-related risk factors or behaviours of concern, report them to designated persons, and record them according to workplace procedures	✓		✓	✓
1.4 Follow workplace policies and procedures to minimise risk	✓	✓		✓
1.5 Identify and report incidents and injuries to designated persons according to workplace procedures	✓		✓	✓
2.1 Follow manual handling procedures and work instructions for minimising manual handling risk			✓	✓
2.2 Identify manual handling hazards and report in line with workplace procedures	✓	✓		✓
2.3 Apply control measures for minimising manual handling risk			✓	✓
3.1 Follow standard precautions as part of own work routine to prevent the spread of infection			✓	✓
3.2 Recognise situations when additional infection control procedures are required	✓	✓		✓
3.3 Apply additional precautions when standard precautions alone may not be sufficient to prevent transmission of infection	✓		✓	✓
3.4 Identify risks of infection and report them according to workplace procedures	✓		✓	✓



Unit of Competency component	Suitable for online / partially online delivery	Complete prior to work placement	Complete in the workplace	Contextualise for COVID-19
4.1 Raise WHS issues with designated persons according to organisational procedures	✓	✓		✓
4.2 Participate in workplace safety meetings, inspections and consultative activities			✓	✓
4.3 Contribute to the development and implementation of safe workplace policies and procedures in own work area	✓	✓		
5.1 Identify ways to maintain currency of safe work practices in regards to workplace systems, equipment and processes in own work role	✓	✓		✓
5.2 Reflect on own levels of stress and fatigue, and report to designated persons according to workplace procedures	✓	✓		
5.3 Participate in workplace debriefing to address individual needs	✓		✓	
<p><i>Performance Evidence</i></p> <p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures:</p> <ul style="list-style-type: none"> • contributed to a workplace WHS meeting or inspection • conducted a workplace risk assessment and recorded the results • consistently applied workplace safety procedures in the day-to-day work activities required by the job role, including: <ul style="list-style-type: none"> ○ infection control ○ hazardous manual tasks ○ use of personal protective equipment ○ reporting incidents ○ followed workplace procedures for at least one simulated emergency situation. 			✓	✓
<p><i>Knowledge Evidence</i></p> <p>The candidate must demonstrate knowledge of:</p> <ul style="list-style-type: none"> • state/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including: <ul style="list-style-type: none"> ○ state/territory WHS authorities ○ rights and responsibilities of employers and workers, including duty of care ○ hazardous manual tasks ○ infection control 	✓	✓		✓



Unit of Competency component	Suitable for online / partially online delivery	Complete prior to work placement	Complete in the workplace	Contextualise for COVID-19
<ul style="list-style-type: none"> ● safety symbols and their meanings, including signs for: <ul style="list-style-type: none"> ○ poisons ○ emergency equipment ○ personal protective equipment (PPE) ○ specific hazards such as sharps, radiation 	✓	✓		
<ul style="list-style-type: none"> ● hazard identification, including: <ul style="list-style-type: none"> ○ definition of a hazard ○ common workplace hazards relevant to the industry setting including hazardous manual tasks, infection control risks and personal safety risks ○ workplace procedures for hazard identification ○ strategies minimising risk 	✓	✓	✓	✓
<ul style="list-style-type: none"> ● safety considerations when working in a home-based environment, including: <ul style="list-style-type: none"> ○ rights and responsibilities of workers and clients ○ basic home fire safety including high-risk groups, behaviour that contributes to fire injury and fatalities, and smoke alarm placement, installation and maintenance. ○ risks to personal safety ○ common sources of infection and means to minimise transfer of infectious diseases ○ fundamentals of the musculoskeletal system and practices to minimise injury to self and clients 	✓	✓		✓
<ul style="list-style-type: none"> ● workplace emergency procedures 	✓	✓		
<ul style="list-style-type: none"> ● workplace policies and procedures for WHS 	✓	✓		
<p><i>Assessment Conditions</i> Skills must be demonstrated:</p> <ul style="list-style-type: none"> ● in the workplace <p>OR</p> <ul style="list-style-type: none"> ● in an environment that provides realistic in-depth industry validated scenarios and simulations to assess candidates' skills and knowledge. <p>In addition, assessment must ensure use of:</p> <ul style="list-style-type: none"> ● current workplace policies and procedures for WHS ● PPE relevant to the workplace and job role of the worker <p>Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.</p>		✓	✓	✓



Unit of Competency component	Suitable for online / partially online delivery	Complete prior to work placement	Complete in the workplace	Contextualise for COVID-19
HLTINF001 Comply with infection prevention and control policies and procedures				
<p><i>Application</i> This unit describes the skills and knowledge required to follow organisational infection prevention and control procedures, including implementing standard and transmission-based precautions and responding to infection risks. This unit applies to individuals working in health and direct client care contexts. <i>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.</i></p>	N/A	N/A	N/A	N/A
1.1 Follow hand hygiene practices in accordance with organisations policies and procedures	✓		✓	✓
1.2 Implement hand care procedures and cover cuts and abrasions	✓	✓		✓
1.3 Follow organisation procedures for choice and use of personal protection equipment	✓		✓	✓
1.4 Follow procedures for respiratory hygiene and cough etiquette	✓	✓		✓
1.5 Follow procedures for environmental cleaning	✓	✓		✓
1.6 Follow procedures for handling, transporting and processing of linen in a manner that controls the spread of infection	✓		✓	✓
1.7 Follow procedures for disposal of contaminated waste	✓		✓	✓
1.8 Follow procedures for handling and cleaning client equipment that prevents skin and mucous membrane exposures, contamination of clothing, and transfer of pathogens	✓		✓	✓
1.9 Identify and respond to situations where additional precautions may be required to prevent transmission of infection	✓	✓		✓
2.1 Identify infection hazards associated with own role and work environment	✓	✓		✓
2.2 Identify own areas of responsibility in relation to infection prevention and control	✓	✓		✓
2.3 Assess risk by determining the likelihood and severity of harm from identified hazards.	✓	✓		✓



Unit of Competency component	Suitable for online / partially online delivery	Complete prior to work placement	Complete in the workplace	Contextualise for COVID-19
2.4 Document and report activities and tasks that put self, clients, visitors and/or other workers at risk	✓		✓	✓
2.5 Identify appropriate control measures to minimise risk in accordance with organisations procedures	✓		✓	✓
3.1 Follow protocols for care after exposure to blood or other body fluids as required	✓		✓	✓
3.2 Place appropriate signs when and where appropriate	✓		✓	✓
3.3 Remove spills in accordance with the policies and procedures of the organisation	✓		✓	✓
3.4 Minimise contamination of materials, equipment and instruments by aerosols and splatter	✓		✓	✓
3.5 Identify, separate and maintain clean and contaminated zones	✓		✓	✓
3.6 Confine records, materials and medicaments to a well-designated clean zone	✓		✓	✓
3.7 Confine contaminated instruments and equipment to a well-designated contaminated zone	✓		✓	✓
<p><i>Performance Evidence</i></p> <p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> • followed established organisation infection prevention and control procedures on at least 3 separate occasions • followed established organisation infection prevention and control procedures at least once for each of the following: <ul style="list-style-type: none"> ○ hand hygiene and care of hand ○ use of personal protective equipment ○ handling of waste ○ enforcing clean and contaminated zones ○ limitation of contamination ○ surface cleaning 	✓		✓	✓



Unit of Competency component	Suitable for online / partially online delivery	Complete prior to work placement	Complete in the workplace	Contextualise for COVID-19
<p><i>Knowledge Evidence</i></p> <p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • established guidelines for the prevention and control of infection, including those for: <ul style="list-style-type: none"> ○ personal and hand hygiene: <ul style="list-style-type: none"> ■ how to hand wash ■ how to hand rub 	✓	✓		✓
<ul style="list-style-type: none"> • pre-surgical hand preparation 	✓	✓		✓
<ul style="list-style-type: none"> • clinical moments when hand hygiene should be performed with soap and water rather than alcohol-based hand rub 	✓	✓		✓
<ul style="list-style-type: none"> • non-clinical moments for hand hygiene hand care, including guidelines on maintaining intact skin, fingernails and jewellery/watches 	✓	✓		✓
<ul style="list-style-type: none"> • use and scope of personal protective equipment guidelines for: <ul style="list-style-type: none"> ○ glove use ○ wearing gowns and waterproof aprons ○ wearing masks ○ wearing protective glasses 	✓	✓		✓
<ul style="list-style-type: none"> • surface cleaning: <ul style="list-style-type: none"> ○ cleaning procedures and their specified times ○ routine surface cleaning 	✓	✓		✓
<ul style="list-style-type: none"> • managing a blood or body fluid spill 	✓	✓		✓
<ul style="list-style-type: none"> • sharps handling and disposal techniques 	✓	✓		✓



Unit of Competency component	Suitable for online / partially online delivery	Complete prior to work placement	Complete in the workplace	Contextualise for COVID-19
<ul style="list-style-type: none"> • reprocessing procedures for equipment 	✓	✓		✓
<ul style="list-style-type: none"> • types of additional precautions and their relevance to particular areas of work or client groups 	✓	✓		✓
<ul style="list-style-type: none"> • types of hazards in the work environment and associated risks and control measures 	✓	✓		✓
<ul style="list-style-type: none"> • chain of infection: <ul style="list-style-type: none"> ○ source of infectious agent ○ mode of transmission ○ susceptible host 	✓	✓		✓
<ul style="list-style-type: none"> • basis of infection, including: <ul style="list-style-type: none"> ○ bacteria and bacterial spores ○ difference between harmless microorganisms and pathogens ○ difference between colonisation, infection and disease ○ Fungi ○ viruses 	✓	✓		✓
<ul style="list-style-type: none"> • key modes of disease transmission – contact, airborne and droplet: <ul style="list-style-type: none"> ○ paths of transmission including direct contact, aerosols and penetrating injuries ○ risk of acquisition ○ sources of infecting microorganisms including persons who are carriers, in the incubation phase of the disease or those who are acutely ill 	✓	✓		✓
<ul style="list-style-type: none"> • factors that increase the susceptibility to infection: <ul style="list-style-type: none"> ○ immune status ○ wounds or devices ○ medications and comorbidities ○ age 	✓	✓		✓