



SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS

Individual Support, Ageing and Disability Support Training Package Products

Draft 2 Validation Guide

July 2021



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Introduction

SkillsIQ is a not-for-profit Skills Service Organisation (SSO) supporting industry in developing standards to equip the 'people-facing' workforce with the right skills for jobs now and into the future. SkillsIQ is funded by the Department of Education, Skills and Employment to support the Industry Reference Committees (IRCs) responsible for the development and maintenance of Training Packages in the following sectors:

- Community Services
- Health
- Local Government
- Public Sector
- Floristry
- Hairdressing and Beauty Services
- Funeral Services
- Retail Services
- Sport, Fitness and Recreation
- Tourism, Travel and Hospitality.

The Individual Support, Ageing and Disability Support Training Package Products are overseen by the Aged Services IRC, Disability Support IRC under the Direct Client Care IRC. IRCs drive the process of training package development and are made up of people with experience, skills and knowledge of their particular industry sector. They are responsible for the provision of strategic input and advice that represents the needs of their workforce and ensuring training package products reflect these needs.

Project Background

The Certificate III in Individual Support, first introduced in 2015, brought together previous Certificate III qualifications in the areas of Aged Care, Disability Support and Home & Community Care. It reflects the role of workers who may work in a residential or community care setting with clients who require personalised support due to ageing, disability, or other reasons. They may provide a range of support according to the individual needs of the client, including personal care, mealtime support, support for management of chronic conditions or disabilities, mental health and emotional and social wellbeing supports, palliative care, medication support and more to assist in achieving clients' individual health goals. Along with the Certificate IV in Ageing Support and the Certificate IV in Disability, the Certificate III in Individual Support forms a fundamental part of the training for workers in these important areas.

During the consultation conducted by the Aged Care Workforce Taskforce in development of its report A Matter of Care – Australia's Aged Care Workforce Strategy released in September 2018, feedback was received that the current Certificate III in Individual Support (Ageing) was not adequately meeting the skills needs of workers and employers in the aged care sector, thereby jeopardising the quality of care. Various reasons were given for this, but one of the most common was that the packaging rules of the generic qualification allowed for poor elective selection, resulting in graduates that did not have the requisite skills.

In response to the recommendations of the strategy, the Aged Services IRC was formed and tasked with developing a stand-alone and specialised qualification for entry level workers in the aged care sector. This would equip workers with the skills required to work effectively in the sector and provide quality care to their clients.

As a result of the stakeholder recommendations in response to Drafts 1 and 2 of the stand-alone aged care qualification proposed in 2019, and following feedback from the Disability Support IRC (which recommended that a single qualification with core units of competency common to both sectors and specialised elective streams for aged care and disability support for use by workers in the Aged Care and Disability Support sectors was more appropriate), the Aged Services IRC did not pursue the stand-alone qualification.

The Aged Services IRC instead made minor changes to the elective requirements for achievement of the Certificate III in Individual Support (Ageing) during 2020. This resulted in a significant reduction in the number of elective unit options available in order to complete the Ageing specialisation, to ensure the electives selected are much more targeted towards the skills workers will need in the Aged Care sector.

While monitoring the progress of the Royal Commission into Aged Care Quality and Safety, the outcomes of which are also expected to have workforce impacts in regard to the manner in which care is provided, in 2020 the Aged Services IRC issued a series of four Discussion Papers to gain further insight into key areas of skills and training within the Aged Care sector. More information on these discussion papers may be found on the Aged Care IRC Project Page.

The introduction of the National Disability Insurance Scheme (NDIS) has allowed people living with disability greater choice and control over their lives, which has in turn led to an increase in workforce demand, as well as greater demand for personalisation of care. This has meant that disability service providers now more than ever before require a diversity of skills and personal characteristics among their workers to match the diversity of the client base. Current challenges in the disability education sector include criticisms of the current Certificate III in Individual Support (Disability), and further investigation has highlighted ongoing issues concerning how the training is implemented, as opposed to the content that is being delivered.

The Training Package Products that cater to the disability support sector are now undergoing a major review and update, post-implementation of NDIS and consumer-directed care and taking account of the current Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability.

During 2020, the Disability Support IRC invited comment and feedback on some major challenges facing the Disability Support sector in regard to the delivery of training, via a Discussion Paper which identified a number of key issues and posed a series of questions to determine potential solutions that could be considered when updating the Training Package Products. The paper focused on the delivery of education within the VET sector and included reference to the Certificate III in Individual Support and Certificate IV in Disability.

It explored numerous avenues in order to build a picture of the state of the Vocational Education and Training (VET) sector in terms of the delivery of education and the implementation of this education into work-ready skills in the Disability Support sector. More information on this discussion paper may be found on the Disability Support IRC Project Page.

The update of the Certificate III in Individual Support will be conducted alongside the Certificate IV in Ageing Support and Certificate IV in Disability. While all three of these Qualifications fall under the remit of the Direct Client Care and Support IRC, the Ageing Services IRC and Disability Support IRCs will be working collaboratively with the Direct Client Care and Support IRC to undertake the review and update of the Training Package Products.

Draft 1 Qualifications and Units of Competency were developed based on the feedback obtained over 18 months from the various discussion papers released by the Disability Support and Aged Services IRCs and scoping feedback gained by the Direct Client Care and Support IRC in 2020 in regard to the Training Package Products.

However, there were also a number of areas where the IRCs sought industry feedback to ensure that the qualifications and units of competency meet the needs of the various industry sectors in which they will be used. To this end, they supplied a list of key questions around which they sought comment. The feedback received in response to these questions as well as the feedback received on all the Training Packages Products during Draft 1 consultation has been used to develop Draft 2.

An Individual Support Working Group was formed comprising of three IRC members from each of the three IRCs to review the feedback to form recommendations for the IRCs to approve for Draft 2. SkillsIQ also convened subject matter expert discussion groups in the areas of dementia care, autism, assistive technologies, palliative care and nutrition and mealtime experience. The feedback and recommendations from those discussion groups were also considered by the working group and consolidated into the feedback paper and overall recommendations to the IRCs. We now require your feedback on Draft 2 to validate the Training Package Products for submission to the AISC.

Draft 1

National consultation on Draft 1 was open from Monday 15th February to Friday 12th March 2021. It was promoted across SkillsIQ's networks and stakeholders and the Direct Client Care and Support, Aged Services and Disability Support IRC members' networks.

Draft 1 of the 3 qualifications, and 27 Units of Competency were published and made available via [SkillsIQ's Online Feedback Forum](#). A Consultation Guide was also included on the Feedback Forum for individuals to download and review. Overall, the Feedback Forum received 2784 unique views during the consultation period.

In addition to collecting feedback via the Feedback Forum, consultation activities comprised 6 webinars held during February/March 2021.

Draft 2 Validation and Timelines

Feedback reviewed during the Draft 1 consultation period has informed the development of Draft 2. Validation of Draft 2 allows stakeholders to review changes made to the Draft 1 components and confirm that the resultant Training Package Products meet their needs. It provides an opportunity for final input prior to submission for endorsement.

National validation of Draft 2 will be open from **Wednesday 14 July to 5.00pm AEST Wednesday 28 July, 2021**. During this period input will be sought on the following:

- 3 qualifications
- 17 skill sets
- 36 Units of Competency.

Following the close of validation, feedback will be collated and evaluated by the IRC. This feedback will inform the development of the final draft for submission.

Webinars

SkillsIQ will host a series of webinars to seek stakeholder input. To register your interest in attending a webinar, please click on one of the links below.

[Webinar 1: Friday, 16 July 12.00pm – 1.30pm \(AEDT\)](#)

[Webinar 2: Tuesday, 20 July 12.00pm – 1.30pm \(AEDT\)](#)

[Webinar 3: Thursday, 22 July 2.00pm – 3.30pm \(AEDT\)](#)

Online Feedback Forum

Feedback can be provided online via the SkillsIQ Online Feedback Forum. The Feedback Forum is a tool designed to capture stakeholder feedback on draft Training Package Products. It also provides an opportunity for stakeholders to view feedback left by others.

To access the Feedback Forum, please [click here](#).

For information on how to use the Feedback Forum, please [click here](#).

About this Validation Guide

This guide, which should be read in conjunction with the Draft 2 Training Package Products, provides:

- A summary of the proposed changes from Draft 1 to Draft 2
- A list of the draft qualifications, skill sets and units of competency and associated prerequisites
- Mapping of Draft 2 Training Package Products to existing CHC versions
- A list of key questions to guide your feedback
- An explanation of the contents of the Units of Competency and Assessment Requirements found in **Appendix A**.

This guide does not include Draft 2 Training Package components. These can be accessed via the Feedback Forum link above.

Contact Details

For more information, please contact:

Melinda Brown

General Manager

E: melinda.brown@skillsiq.com.au

P: 02 9392 8100



List of Training Package Products

Qualifications

Qualification Code	Qualification Title
CHC33021	Certificate III in Individual Support
CHC43021	Certificate IV in Ageing Support
CHC43121	Certificate IV in Disability Support

Skill Sets

Skill Set Title
CHCSS001XX – Aged Care Skill Set
CHCSS001XX - Disability Support Skill Set
CHCSS001XX - Leadership in disability support Skill Set
CHCSS001XX - Mealtime support skill set
CHCSS001XX - NDIS Coordinator of Supports Skill Set
CHCSS00066 - Client-oriented service delivery skill set
CHCSS00078 - High Support and complex care - Aged care
CHCSS00081 - Induction to Disability
CHCSS00094 - High Support and Complex Care - Disability Skill Set
CHCSS00095 - Dementia Support Skill Set
CHCSS00096 - Disability Work - Behaviour Support Skill Set
CHCSS00097 - Individual Support - Ageing Skill Set
CHCSS00098 - Individual Support - Disability Skill Set
CHCSS00099 - Individual Support - Home and Community (Ageing) Skill Set
CHCSS00100 - Individual Support - Home and Community (Disability) Skill Set
CHCSS00105 - Palliative Approach Skill Set
CHCSS00106 - Facilitate Independent Travel Skill Set

Units of Competency

Unit Code	Unit Title	Prerequisite(s)
CHCAGE		
CHCAGE007	Recognise and report risk of falls	Nil
CHCAGE008	Implement falls prevention strategies	CHCAGE007 Recognise and report risk of falls
CHCAGE009	Provide services for older people	Nil
CHCAGE010	Implement interventions with older people to reduce risk	Nil
CHCAGE011	Provide support to people living with dementia	Nil
CHCAGE012	Provide food services	Nil
CHCAGE013	Work effectively in aged care	Nil
CHCCCS		
CHCCCS031	Provide individualised support	Nil
CHCCCS032	Provide basic foot care	Nil
CHCCCS033	Identify and report abuse	Nil
CHCCCS034	Facilitate independent travel	Nil
CHCCCS035	Support people with autism spectrum disorder	Nil
CHCCCS036	Support relationships with carer and family	Nil
CHCCCS037	Visit client residence	Nil
CHCCCS038	Facilitate the empowerment of people receiving support	Nil
CHCCCS039	Coordinate and monitor home based support	Nil
CHCCCS040	Support independence and wellbeing	Nil
CHCCCS041	Recognise healthy body systems	Nil
CHCCCS042	Prepare meals	Nil
CHCCCS043	Support positive mealtime experiences	Nil
CHCDIS		
CHCDIS011	Contribute to ongoing skills development using a strengths based approach	Nil
CHCDIS012	Follow established person-centred behaviour supports	Nil
CHCDIS013	Support community participation and social inclusion	Nil

Unit Code	Unit Title	Prerequisite(s)
CHCDIS014	Assist with communication using augmentative and alternative communication methods	Nil
CHCDIS015	Develop and use strategies for communication with augmentative and alternative communication systems	Nil
CHCDIS016	Develop and provide person-centred service responses	Nil
CHCDIS017	Develop and promote positive person-centred behaviour supports	Nil
CHCDIS018	Facilitate community participation and social inclusion	Nil
CHCDIS019	Facilitate ongoing skills development using a person-centred approach	Nil
CHCDIS020	Provide person-centred services to people with disability with complex needs	Nil
CHCDIS021	Work effectively in disability support	Nil
CHCDIS022	Prepare for NDIS support coordination	Nil
CHCDIS023	Coordinate NDIS participant support	CHCDIS022 Prepare for NDIS support coordination
CHCDIS024	Provide specialised support	CHCCCS041 Recognise health body systems CHCDIS021 Work effectively in disability support
CHCPAL		
CHCPAL003	Deliver care services using a palliative approach	Nil
CHCPAL004	Contribute to planning and implementation of care services using a palliative approach	CHCPAL003 Deliver care services using a palliative approach

Mapping Guide - Draft 2 Qualifications and Units of Competency

Qualifications

Previous Qualification Code and Title	New Qualification Code and Title	Comment in Relation to Qualification E = equivalent N = not equivalent
<i>CHC33015 Certificate III in Individual Support</i>	<i>CHC33021 Certificate III in Individual Support</i>	N
<i>CHC43015 Certificate IV in Ageing Support</i>	<i>CHC43021 Certificate IV in Ageing Support</i>	N
<i>CHC43115 - Certificate IV in Disability</i>	<i>CHC43121 Certificate IV in Disability Support</i>	N

Skill Sets

Code and Name		
Previous Skill Set Code and Title	New Skill Set Code and Title	E = equivalent N = not equivalent
<i>Nil</i>	<i>CHCSS001XX – Aged Care Skill Set</i>	New
<i>Nil</i>	<i>CHCSS001XX - Disability Support Skill Set</i>	New
<i>Nil</i>	<i>CHCSS001XX - Leadership in disability support Skill Set</i>	New
<i>Nil</i>	<i>CHCSS001XX - Mealtime support skill set</i>	New
<i>Nil</i>	<i>CHCSS001XX - NDIS Coordinator of Supports Skill Set</i>	New
<i>CHCSS00066 - Client-oriented service delivery skill set</i>	<i>CHCSS000 XX - Client-oriented service delivery skill set</i>	N
<i>CHCSS00071 - Basic Foot Care Skill Set</i>	<i>Deleted</i>	NA
<i>CHCSS00078 - High Support and complex care - Aged care</i>	<i>CHCSS000XX - High Support and complex care - Aged care</i>	N
<i>CHCSS00081 - Induction to Disability</i>	<i>CHCSS000XX - Induction to Disability</i>	N
<i>CHCSS00094 - High Support and Complex Care - Disability Skill Set</i>	<i>CHCSS000XX - High Support and Complex Care - Disability Skill Set</i>	N

Code and Name		
Previous Skill Set Code and Title	New Skill Set Code and Title	E = equivalent N = not equivalent
<i>CHCSS00095 - Dementia Support - Service Delivery Skill Set</i>	<i>CHCSS000 XX - Dementia Support Skill Set</i>	N
<i>CHCSS00096 - Disability Work - Behaviour Support Skill Set</i>	<i>CHCSS000XX - Disability Work - Behaviour Support Skill Set</i>	N
<i>CHCSS00097 - Individual Support - Ageing Skill Set</i>	<i>CHCSS000XX - Individual Support - Ageing Skill Set</i>	N
<i>CHCSS00098 - Individual Support - Disability Skill Set</i>	<i>CHCSS000XX - Individual Support - Disability Skill Set</i>	N
<i>CHCSS00099 - Individual Support - Home and Community (Ageing) Skill Set</i>	<i>CHCSS000XX - Individual Support - Home and Community (Ageing) Skill Set</i>	N
<i>CHCSS00100 - Individual Support - Home and Community (Disability) Skill Set</i>	<i>CHCSS001XX - Individual Support - Home and Community (Disability) Skill Set</i>	N
<i>CHCSS00105 - Palliative Approach Skill Set</i>	<i>CHCSS001XX - Palliative Approach Skill Set</i>	N
<i>CHCSS00106 - Facilitate Independent Travel Skill Set</i>	<i>CHCSS001XX - Facilitate Independent Travel Skill Set</i>	N

Units of Competency

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit E = equivalent N = not equivalent
<i>A = Application, EL = Elements, PE = Performance Evidence, KE = Knowledge Evidence, AC = Assessment Conditions, PC = Performance Criteria</i>		
CHCAGE		
Nil	<i>CHCAGE007 Recognise and report risk of falls</i>	New
<i>CHCAGE002 Implement falls prevention strategies</i>	<i>CHCAGE008 Implement falls prevention strategies</i>	E
<i>CHCAGE003 Coordinate services for older people</i>	<i>CHCAGE009 Provide services for older people</i>	E
<i>CHCAGE004 Implement interventions with older people at risk</i>	<i>CHCAGE010_Implement interventions with older people to reduce risk</i>	E
<i>CHCAGE005 Provide support to people living with dementia</i>	<i>CHCAGE011 Provide support to people living with dementia</i>	N changes to PC, PE and KE
<i>CHCAGE006 Provide food services</i>	<i>CHCAGE012 Provide food services</i>	N changes to PC, PE and KE
Nil	<i>CHCAGE013 Work effectively in aged care</i>	New
CHCCCS		
<i>CHCCCS011 Meet personal support needs and CHCCCS015 Provide individualised support</i>	<i>CHCCCS031_Provide individualised support</i>	N Merge of current CHCCCS011 and CHCCCS015
<i>CHCCCS013 Provide basic foot care</i>	<i>CHCCCS032_Provide basic foot care</i>	E
<i>CHCCCS021 Respond to suspected abuse</i>	<i>CHCCCS033 Identify and report abuse</i>	N Changes to PC, PE, KE
<i>CHCCCS022 Facilitate independent travel</i>	<i>CHCCCS034_Facilitate independent travel</i>	E

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit E = equivalent N = not equivalent
<i>CHCCCS024 Support individuals with autism spectrum disorder</i>	<i>CHCCCS035_ Support people with autism spectrum disorder</i>	N Changes to PC, PE, KE
<i>CHCCCS025 Support relationships with carers and families</i>	<i>CHCCCS036_ Support relationships with carer and family</i>	E
<i>CHCCCS027 Visit client residence</i>	<i>CHCCCS037_ Visit client residence</i>	E
<i>CHCAGE007 Facilitate the empowerment of older people and CHCDIS007 Facilitate the empowerment of people with disability</i>	<i>CHCCCS038_ Facilitate the empowerment of people receiving support</i>	Merge of current CHCAGE001 and CHCDIS007
<i>CHCHCS001 Provide home and community support services</i>	<i>Deleted</i>	NA
<i>CHCHCS002 Coordinate and monitor home support</i>	<i>CHCCCS039_ Coordinate and monitor home based support</i>	E
<i>CHCCCS023 Support independence and wellbeing</i>	<i>CHCCCS040_ Support independence and wellbeing</i>	E
<i>Nil</i>	<i>CHCCCS041 Recognise healthy body systems</i>	New
<i>Nil</i>	<i>CHCCCS042 Prepare meals</i>	New
<i>Nil</i>	<i>CHCCCS043 Support positive mealtime experiences</i>	New
CHCDIS		
<i>CHCDIS001 Contribute to ongoing skills development using a strengths-based approach</i>	<i>CHCDIS011 Contribute to ongoing skills development using a strengths based approach</i>	E
<i>CHCDIS002 Follow established person-centred behaviour supports</i>	<i>CHCDIS012_ Follow established person-centred behaviour supports</i>	N Changes to KE
<i>CHCDIS003 Support community participation and social inclusion</i>	<i>CHCDIS013_ Support community participation and social inclusion</i>	E

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit E = equivalent N = not equivalent
Nil	CHCDIS014 Assist with communication using augmentative and alternative communication methods	New
CHCDIS004 Communicate using augmentative and alternative communication strategies	CHCDIS015 Develop and use strategies for communication with augmentative and alternative communication systems	N Changes to PC, PE, KE, AC
CHCDIS005 Develop and provide person-centred responses	CHCDIS016_Develop and provide person-centred service responses	E
CHCDIS006 Develop and promote positive person-centred behaviour supports	CHCDIS017_Develop and promote positive person-centred behaviour supports	E
CHCDIS008 Facilitate community participation and social inclusion	CHCDIS018_Facilitate community participation and social inclusion	E
CHCDIS009 Facilitate ongoing skills development using a person-centred approach	CHCDIS019_Facilitate ongoing skills development using a person-centred approach	E
CHCDIS010 Provide person-centred services to people with disability with complex needs	CHCDIS020 Provide person-centred services to people with disability with complex needs	N Changes to KE
Nil	CHCDIS021 Work effectively in disability support	New
Nil	CHCDIS022 Prepare for NDIS support coordination	New
Nil	CHCDIS023 Coordinate NDIS participant support	New
Nil	CHCDIS024 Provide specialised support	New
CHCPAL		
CHCPAL001 Deliver care services using a palliative approach	CHCPAL003 Deliver care services using a palliative approach	N Changes to PC, PE, KE

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit E = equivalent N = not equivalent
<i>CHCPAL002 Plan for and provide care services using a palliative approach</i>	<i>CHCPAL004 Contribute to planning and implementation of care services using a palliative approach</i>	N Addition of prerequisite Changes to PC, KE



Key Questions for Consideration

There are several specific questions that have been raised for consideration while providing your feedback, as set out below.

Entry Requirements for Certificate IV Qualifications

- The Entry Requirements for the Certificate IV in Ageing Support and Certificate IV in Disability Support have been updated in Draft 2. Are these revised Entry Requirements appropriate? Are they flexible enough to cater to people who may have already been working in industry?

New Skill Sets

- A number of new Skill Sets have been introduced, along with updates to existing Skill Sets. Will these new Skill Sets be useful to those seeking to broaden their skills?

The following series of general questions have been developed to guide feedback for Draft 2 of the Individual Support Training Package Products.

Qualifications

- Do the qualifications provide a clear and accurate description of the skills outcomes for the qualification?
- Are the packaging rules for the core composition of Units attainable at the various qualification levels?

Skill Sets

- Do the skill sets reflect the skill requirements for workers in the sector?
- Is the composition of Units suitable for workers seeking to broaden their skills?

Suite of Units of Competency

- Are all draft Units required? Should any be deleted? Are any additional Units required?
- Are there any essential prerequisites that should be nominated?

Titles and Application Statements - Units of Competency

- Does the Title reflect the skill being described? Could any Title be changed to better indicate what the Unit covers?
- Does the Application Statement provide a clear and accurate description of the skill being described?

Elements and Performance Criteria

- Do the Elements and Performance Criteria accurately describe what people do in these job roles? If not, what could be added?
- Do the Performance Criteria adequately describe the level of proficiency?

Performance Evidence

- Would the types of evidence prove that a person is competent in all the Unit outcomes, including Performance Criteria, Foundation Skills and Knowledge?
- Is the suggested volume (sufficiency) of evidence appropriate? Too little, too much?
- Are the statements clear? Would assessors understand exactly what they must do?

Knowledge Evidence

- What is the essential knowledge required of an individual to perform the tasks described in the Performance Criteria? Is the Knowledge Evidence requirement specific enough? Is there anything which should be added or deleted?
- What is the breadth and depth of knowledge required? Is this described well enough to assist assessors in understanding the scope?

Assessment Conditions

- Are the nominated environments appropriate?
- Are the statements clear? Would assessors understand what they must provide for assessment?

Appendix A: Training Package Unit of Competency Terminology Guide

Units of Competency specify the skills and knowledge a learner needs in order to complete a work task. Each Unit of Competency has associated Assessment Requirements, which detail what a learner must know and demonstrate in order to be deemed competent, along with any special conditions which apply to the assessment of competency.

UNIT CODE	Unique code which identifies the Unit of Competency
UNIT TITLE	The Unit Title is a brief statement of the outcome of the Unit of Competency, i.e. what the task is that learners will be able to complete once they are deemed competent
APPLICATION	<p>The application summarises:</p> <ul style="list-style-type: none"> • the content of the Unit of Competency and the skill area it addresses • any relationship with other Units of Competency • any licensing requirements or relevant legislation. <p>and elaborates the Unit of Competency's scope, purpose and operation in different contexts - for example, by showing how it applies in the workplace.</p>
PREREQUISITE UNIT	Prerequisites are other Units of Competency or in some cases licences, etc. that a learner must complete before undertaking this Unit of Competency. This may be in order to provide underpinning skills or knowledge that is essential for a learner to undertake this Unit.
ELEMENTS	The Elements are the basic themes of the Unit of Competency. They describe the significant functions that form part of the work task that the Unit of Competency covers.
PERFORMANCE CRITERIA	The Performance Criteria specify the required steps that enable the learner to undertake the work task.
Assessment Requirements	
PERFORMANCE EVIDENCE	Identifies what a learner must demonstrate in order to be deemed competent at the work task.
KNOWLEDGE EVIDENCE	Identifies what a learner needs to know to perform the work task effectively.

ASSESSMENT CONDITIONS	<p>Assessment Conditions provide the context for the Unit of Competency, describing essential operating conditions that must be present for assessment, depending on the work situation, needs of the candidate, accessibility of the items required, and local industry and regional contexts.</p> <p>They may specify any of the following:</p> <ul style="list-style-type: none">• The conditions under which competency must be assessed, including variables such as the assessment environment or necessary equipment or tools• Whether or not the Unit must be assessed in the workplace or may also be assessed via simulation• Resource implications, for example access to particular equipment, infrastructure or situations• Any required characteristics of the assessor, e.g. whether the assessor must hold a higher qualification in that field, etc.
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