COURSE HANDBOOK

HLT40113
Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care
Welcome and Introduction

Welcome to Health Industry Training’s Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care course.

This handbook has been designed to provide you with the information and structure of the course. In addition, this handbook sets out your obligations and responsibilities as a student with Health Industry Training enrolled in the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care.

Overview

The Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care is a nationally accredited qualification which reflects the role of Aboriginal and/or Torres Strait Islander people working to provide a range of practical primary health care services to Aboriginal and/or Torres Strait Islander clients and communities, including specific health care.

As part of the role you could be expected to flexibly assume a variety of job roles and undertake a broad range of tasks either individually or as a member of a multidisciplinary team.

Student Support

Health Industry Training is committed to ensuring the training and assessment we provide are accessible to all students with a range of backgrounds and abilities.

Access and Equity

Health Industry Training supports the concept of equal opportunity and is committed to providing all staff, students and potential students with a working and learning environment which values diversity, respects differences and provides an environment that is safe, healthy, positive, supportive and free from all forms of harassment, bullying and discrimination.

We have an unreserved commitment to the principle of access and equity in ensuring all training and assessment is responsive to the individual needs of students. As part of its commitment Health Industry Training has a duty to ensure that courses and services provided by the organisation are relevant, accessible, fair and inclusive.

The access and equity policy aims to achieve equal training and assessment outcomes for all students including:

- People with physical or intellectual disabilities
- Aboriginal and Torres Strait Islander people
- The long-term unemployed or underemployed
- Rural and remote communities
As a mainstream RTO that offers the primary health care qualifications to Aboriginal and Torres Strait Islander students, Health Industry Training aims to meet the needs of the Aboriginal and Torres Strait Islander communities by:

- Increasing the participation and success rates of Aboriginal and Torres Strait Islander people in training and assessment
- Actively working with Aboriginal and Torres Strait Islander people to make and implement decisions that affect their access, participation rate and success rate in education, training and employment
- Working closely with health services to promote the need for ‘Closing the Gap’ on health related issues that results in early deaths in Aboriginal communities
- Providing training and assessment programs that are equitable, accessible and culturally inclusive which eliminate any discriminatory policies, practices or behaviours

Students with disabilities

Health Industry Training is committed to increasing and enhancing opportunities for people with disabilities to access vocational education and training by taking all necessary steps to ensure that a prospective student with a disability or special need is able to seek admission to or apply for enrolment.

We support the principle of universal access for all students, including those with a disability. The organisation strives to ensure no students are disadvantaged in their participation as a result of a disability.

Health Industry Training is committed to providing a learning environment where students are not subject to discrimination or harassment because of a disability. The organisation aims to eliminate disability discrimination to ensure that students with disabilities have the same rights as all other students enrolled with Health Industry Training.

The support services offered by Health Industry Training are tailored to suit each individual student however this support can include:

- access to block training
- educational support such as access to your trainer outside block training sessions. Access is provided via telephone, email and webinars.
- language, literacy and numeracy support
- reasonable adjustments can be made for students with disabilities or special needs which may include alternative assessment methods
- extra time to complete the course and/or assessments
Course structure

The Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care has been packaged to include 14 compulsory units and 7 elective units that meet industry priorities and requirements.

The course combines theoretical and practical work placement experience. The theoretical component of the course provides the student with the relevant knowledge required to work in the primary health care sector.

The practical placement experience provides students with the practical knowledge and skills for students to work in a practical setting on completion of the qualification.

The table below provides a list of the units of competencies offered by Health Industry Training.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Unit type (Core/Elective)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCLEG001</td>
<td>Work legally and ethically</td>
<td>Core</td>
</tr>
<tr>
<td>HLTAWO05</td>
<td>Work in Aboriginal and/or Torres Strait Islander Primary Health care context</td>
<td>Core</td>
</tr>
<tr>
<td>HLTAWO06</td>
<td>Facilitate and advocate for the rights and needs of clients and community members</td>
<td>Core</td>
</tr>
<tr>
<td>HLTAWO07</td>
<td>Undertake basic health assessments</td>
<td>Core</td>
</tr>
<tr>
<td>HLTAWO17</td>
<td>Assess and support client’s social and emotional well being</td>
<td>Core</td>
</tr>
<tr>
<td>HLTAWO18</td>
<td>Plan, implement and monitor health care in a primary health care context</td>
<td>Core</td>
</tr>
<tr>
<td>HLTAWO19</td>
<td>Deliver primary health care programs for Aboriginal and/ or Torres Strait Islander communities</td>
<td>Core</td>
</tr>
<tr>
<td>HLTAWO21</td>
<td>Provide nutrition guidance for specific health care</td>
<td>Core</td>
</tr>
<tr>
<td>HLTAWO22</td>
<td>Address social determinants of Aboriginal and/or Torres Strait Islander health</td>
<td>Core</td>
</tr>
<tr>
<td>HLTAWO23</td>
<td>Plan, develop and evaluate health promotion and community development programs</td>
<td>Core</td>
</tr>
<tr>
<td>HLTAWO37</td>
<td>Support the safe use of medications</td>
<td>Core</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid (This unit is to be completed with an external provider)</td>
<td>Core</td>
</tr>
<tr>
<td>HLTINF001</td>
<td>Comply with infection prevention and control policies and procedures</td>
<td>Core</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
<td>Core</td>
</tr>
</tbody>
</table>
Seven (7) elective units are to be selected. No particular order of completion is required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCAGE005</td>
<td>Provide support to people living with dementia</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCAOD001</td>
<td>Work in an alcohol and other drugs context</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCCS001</td>
<td>Address the needs of people with chronic disease</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCCS003</td>
<td>Increase the safety of individuals at risk of suicide</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCCS009</td>
<td>Facilitate responsible behaviour</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCCS014</td>
<td>Provide brief interventions</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCCS015</td>
<td>Provide individualised support</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCCS017</td>
<td>Provide loss and grief support</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCCS019</td>
<td>Recognise and respond to crisis situations</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCCS020</td>
<td>Respond effectively to behaviours of concern</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCCS023</td>
<td>Support independence and wellbeing</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCOM002</td>
<td>Use communication to build relationships</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>Work with diverse people</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCPRP001</td>
<td>Develop and maintain networks and collaborative partnerships</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCPRP003</td>
<td>Reflect on and improve own professional practice</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCPRT001</td>
<td>Identify and respond to children and young people at risk</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCPRT002</td>
<td>Support the rights and safety of children and young people</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCPRT003</td>
<td>Work collaboratively to maintain an environment safe for children and young people</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCYTH002</td>
<td>Work effectively with young people in the youth work context</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCYTH003</td>
<td>Support young people to create opportunities in their lives</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCYTH011</td>
<td>Work effectively with young people and their families</td>
<td>Elective</td>
</tr>
<tr>
<td>HLTAW010</td>
<td>Identify community health issues, needs and strategies</td>
<td>Elective</td>
</tr>
<tr>
<td>HLTAW028</td>
<td>Provide information and strategies in chronic condition care</td>
<td>Elective</td>
</tr>
<tr>
<td>HLTAW029</td>
<td>Provide information and strategies in maternal and infant health</td>
<td>Elective</td>
</tr>
<tr>
<td>HLTAW034</td>
<td>Provide healthy lifestyle programs and advice</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBWOR404</td>
<td>Develop work priorities</td>
<td>Elective</td>
</tr>
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Practical Work Placement

Practical work placement provides an important opportunity for Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care students to apply skills and theory in ‘real-life’ situations, in a variety of practical settings. Experiencing ‘real-life’ situations enables students to apply and gain competence in the many different skills required across various health care settings.

To be eligible for practical work placement you must provide Health Industry Training with the contact details of a suitable host employer who has agreed to provide you with the necessary practical environment to perform practical placement. Health Industry Training will contact the host employer and discuss the requirements of placement, the supervisor’s role and sign off on the ‘Practical work placement agreement’.

As a student you must ensure you have completed the necessary ‘Prior to practical work placement’ activities listed below before practical work placement can commence.

Prior to practical work placement

Before you commence practical work placement it is mandatory that you perform the following tasks:

1. National Criminal History Clearance – all students must have a National Criminal History Clearance prior to practical work placement. The host employer will not allow you to attend practical placement without a current National Criminal History Clearance.

   To obtain a National Criminal History Clearance you can either contact your local police station or contact Health Industry Training who can provide you with access to the Fit4Work database. This database can provide Criminal History Clearance normally within 24 hours at a cost of $18.00.

   Any criminal records should be discussed with Health Industry Training. Depending on the nature of the offence, you may be advised to discuss the impact that your record will have on your ability to become an Aboriginal Health worker.

2. Disclosure statement – all students must complete and submit the ‘Student Disclosure Statement’ prior to practical work placement. Please see the form for details.

3. Working with Children – as it is the requirement of some of units of competencies that students are to undertake roles that involve working with children, it is mandatory that students obtain a Working with Children blue card. Details on how to apply can be found at: https://www.bluecard.qld.gov.au/

4. Immunisations and screening – prior to commencing practical placements you are required to meet the ‘Vaccination Guidelines for Health Care Workers’ identified by the Health Department within your State or Territory.
In summary most States and/or Territories require students provide evidence of:

- Hepatitis B clearance
- Tuberculosis clearance
- Immunisation for Diphtheria / Tetanus / Pertussis
- Immunisation for Measles, mumps, rubella
- Immunisation for Varicella Zoster virus (Chicken Pox)

**Practical log book**

The practical log book is used to record the practical skills and performance evidence which must be demonstrated for a student to be assessed as competent. The practical log book is not a teaching tool but documentation and evidence that build on knowledge and skills previously learnt.

It is the responsibility of the student to keep their practical log book, making sure it is completed and available to the workplace supervisor and assessor when requested. The practical log book should be kept in a safe place at all times as it is important evidence of your skills and performance.

It is important to remember that all sections of the practical log book must be completed prior to submission. For each performance evidence required in each unit of competency the student will be required to complete the performance on a number of occasions to demonstrate consistency of performance.

**CT and RPL**

**Credit Transfer**

As a Registered Training Organisation, Health Industry Training is obligated to recognise the AQF Qualifications and Statements of Attainment issued to students by other Registered Training Organisations. This means that if you have achieved competency in units of competencies in the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care through another national accredited qualification, Health Industry Training is required to accept these as valid and reliable. You will need to provide a copy of the transcript listing the competency outcomes for a ‘Credit Transfer’ to be applied.

**Recognition of Prior Learning (RPL)**

Recognition of Prior Learning (RPL) takes into account any previous formal training and work experience and assesses this against the elements of competency to determine if a student can receive competency toward a qualification. Students will be provided with the relevant information to receive Recognition of Prior Learning (RPL) during the initial enrolment period however, students can apply for RPL throughout the duration of the course.
Evidence used for RPL includes:

- Resume
- Position Description
- Copies of prior qualifications
- Portfolio of work (must be signed off by employer to verify work was developed by student)
- Industry cards eg: working with Children suitability card
- Third party reports to be sent to current or former supervisor by Health Industry Training Staff for completion and return to Health Industry Training
- Direct questioning to be undertaken with student by their nominated trainer
The diagram below outlines the procedures to be used when applying for RPL.

**Recognition of Prior Learning Procedure**

1. Student Completes Enrolment Form
   - Student Indicates Units to RPL
     - Yes: Student provides evidence to support RPL application
       - Third Party Reports are sent to student’s supervisor for completion and return to Health Industry Training
         - Trainer contact’s student to arrange a suitable time to hold a “competency conversation”
           - Trainer assesses RPL evidence and awards competency
             - Yes: RPL Granted
           - No: Gap Training to be completed by Student
             - No: Student receives workbooks and commences qualification
               - Student can still opt to undertake RPL process, after they have commenced their qualification
                 - Evidence can include:
                   - Resume
                   - Position Description
                   - Copies of prior qualifications
                   - Portfolio of work (must be signed off by employer to verify work was developed by student)
                   - Industry cards: blue care
Assessment

Assessment Information

Competency based assessment

The standards used to determine competency in different industry sectors are developed in conjunction with the relevant Industry Training Advisory Board (ITAB). These standards are endorsed by government in the form of specific industry national training packages.

Assessment in a competency based course determines when competency has been achieved. To be assessed as competent a student must provide evidence that demonstrates they can perform the necessary skills and performances required including employability skills. To be competent a student is required to consistently demonstrate the skills, knowledge and performance criteria that are necessary to confidently complete the work tasks in a normal range of workplace conditions.

The trainer/assessor is responsible for ensuring the evidence gathered by a student is in line with the rules of evidence:

The Rules of Evidence require that evidence is:

- **Valid**: the evidence being assessed clearly relates to the requirements of the unit of competence
- **Sufficient**: the evidence meets all of the requirements of the unit, is gathered over a period of time, meets all of the dimensions of competency and is relevant to different work contexts
- **Current**: the evidence is current
- **Authentic**: the evidence is the candidate’s own work.

Additionally, the trainer/assessor must ensure that all assessment activities are in line with the Principle of Assessment:

- **Valid**: the methods of assessment relate to the elements, performance criteria and assessment requirements of the unit
- **Reliable**: the assessment outcomes would consistently provide similar outcomes for candidates at different times and in different places
- **Flexible**: the assessor ensures that the candidate understands the assessment process and can negotiate the timing of the assessment, the context of the assessment
- **Fair**: candidates are not disadvantaged and are given opportunities to ensure that they can perform to the standards outlined in the workplace and the units of competency being assessed
Dimensions of assessment

The dimensions of competency relate to all aspects of work performance and include:

**Task skills:** The student must perform the individual skills required to complete a work activity to the required standards.

**Task management skills:** The student must manage a number of different tasks to complete a whole work activity.

**Contingency management skills:** The student must use their problem-solving skills to resolve issues that arise when performing a work activity.

**Job/role environment skills:** The student must perform effectively in the workplace when undertaking a work activity by working well with all stakeholders and following workplace policies and procedures.

Access and equity

All workers in the health and community services sector should be aware of access, equity and human rights issues in relation to their own area of work. They should develop their ability to work in a culturally diverse environment.

Trainers and assessors must take into account relevant access and equity issues including the concept of social inclusion which ensures equitable access to services, to connect with others and to protect an individual’s right to be heard.

Trainers and assessors must ensure the assessment process:

- is valid, reliable, flexible and fair
- is basis of sufficient evidence
- is one which offers valid, authentic and current evidence
- includes workplace requirements in a normal range of workplace conditions

Assessment Tools

Health Industry Training will use different methods of assessment to ensure sufficient direct and indirect evidence can be gathered to demonstrate a student can perform a task against the specified criteria.

Types of evidence

**Direct**

This involves the trainer directly observing (or questioning) the candidate performing the tasks which facilitates a decision of competent or not yet competent.
Indirect

This involves evidence which supports the candidate being able to perform a task. For example:

- a finished product created by the candidate
- a written assessment piece responding to specific knowledge questions

Third Party Evidence

Also referred to as supplementary evidence, third party evidence provides another important means for trainers to make a judgment about the candidate’s competence.

The trainer makes their professional judgment after reviewing a range of evidence, remembering that it is the quality, rather than the quantity, of evidence presented that is important. Third party evidence is particularly helpful where there are issues of confidentiality and privacy.

Supervisors, team members, clients and consumers can all provide third party evidence. Their reports are used to ‘authenticate’ the candidate’s evidence. In addition to structured assessment tasks third party reports can comment on the candidate’s performance in ongoing work tasks.

Evidence gathering techniques

Health Industry Training employ a range of assessment techniques. Different forms of evidence enable trainers to build a more complete picture of the candidate’s skills and knowledge. Forms of evidence that will typically be most suitable for assessment include:

- **Questioning**: questions asked orally or in a written format. Written questioning is widely used in competency based assessment to assess a student’s understanding and knowledge of the task they are performing.

- **Projects**: are used for relevant units that require students to demonstrate a high level of research and analytical skills.

- **Observation**: practical demonstration of real work or simulation by the trainer

- **Third party reports**: confirmation of consistent performance by the student to meet key performance indicators over time and a range of contexts.

- **Simulation/Case-study**: simulation of the workplace to gauge competency. Demonstrated performance knowledge against a define case study or scenario.

- **Portfolio**: collection of individual pieces of evidence to demonstrate work outputs by the student. Evidence can be gathered from day to day work, certificated learning and other activities such as past achievements.
Plagiarism and Copyright

Plagiarism

Plagiarism is the act of representing as one’s own original work the creative works of another, without appropriate acknowledgment of the author or source. In all written work submitted for assessment you must show the sources for your material. The principle is that whenever submitted material is not your own original work this must be referenced to acknowledge the author’s work.

It is expected that when a student submits an assessment that it is the independent work of that student and they have written it in their own words. If a student has plagiarised another person’s work they will be asked to resubmit their assessment. Plagiarism can lead to instant dismissal.

Copyright

Copyright law is a legal right given to creators of work (journals, songs, books, photos, videos etc). The law is there to stop other people from declaring the ideas or work as their own. As a student you are allowed to use the ideas contained in the work of others however, you must reference the ideas or work of others.

Referencing

Accurate referencing of your assessment is essential. When completing a written assessment it is important to use a wide range of sources to support your ideas and responses. Referencing shows that you have researched widely and drawn on the research and ideas of others. You have not just ‘made it up’ or used your own opinions.

Referencing also allows your trainer to validate the information you have written and to locate the original source if they wish to read it. All work must be referenced throughout the assessment by including the name of the author and year of publication at the end of each response to the questions and throughout your projects. A list of references MUST BE provided at the end of each project. As a minimum, referencing should include name of author, year of publication and the title of the textbook or website address (if applicable). There are many referencing guides available on the Internet to assist students.

Confidentiality and Privacy of Student Records

Health Industry Training complies with the requirements of the Information Privacy Principles set out in the Privacy Act 1988 in relation to the collection of information relating to all students.

Health Industry Training will allow a Student to apply for and receive a copy of the VET personal information that the provider holds in relation to that Student.
**Collection of Information**

Personal information will not be collected unless:

- the information is collected for a purpose directly related to Students; and
- the collection of the information is necessary for or directly related to that purpose.

Personal information will not be collected by unlawful or unfair means.

Where personal information is collected for inclusion in a record or in a generally available publication Health Industry Training will take reasonable steps to ensure that, before the information is collected or, if that is not practicable, as soon as practicable after the information is collected, the Student concerned is generally aware of:

- the purpose for which the information is being collected;
- if the collection of the information is authorised or required by or under law the fact that the collection of the information is so authorised or required; and
- with whom the information may be shared (such as the Australian Government)

**Disclosure**

Health Industry Training will not disclose the information to a person, body or agency (other than the individual concerned) unless:

- the individual concerned is reasonably likely to have been aware that information of that kind is usually passed to that person, body or agency;
- the individual concerned has consented to the disclosure;
- Health Industry Training believes on reasonable grounds that the disclosure is necessary to prevent or lessen a serious and imminent threat to the life or health of the student or of another person;
- the disclosure is required or authorised by or under law; or
- the disclosure is reasonably necessary for the enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the protection of the public revenue.

Where personal information is disclosed for the purposes of enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the purpose of the protection of the public revenue, the record-keeper shall include in the record containing that information a note of the disclosure.

A person, body or agency to whom personal information is disclosed will not use or disclose the information for a purpose other than the purpose for which the information was given to the person, body or agency.
Staff Support

Health Industry Training prides itself on the support it provides to students. You trainer and the administration staff at Health Industry Training are here to assist you in your learning.

If you need assistance with the course content or assessments please contact your trainer when required. As an adult learner you are responsible for managing your own learning which may mean initiating discussions with your trainer about specific learning needs. Similarly, your trainer will contact you on a regular basis to ensure you are on track and do not have any concerns.

In addition to your trainer, the administration team can provide you with support including your enrolment, changes to contact details or study plan, assisting with accessing your online assessment system, progress report and any issues you may encounter throughout your course.

Dealing with Grievances

While every attempt is made to ensure the products and services we provide to our students are of the highest quality, there can be occasions when students are dissatisfied. If you have grievances or issues that you would like to raise, the following steps should be taken:

1. In the first instance, please attempt to resolve the issue by speaking with the appropriate person involved.

2. If the situation or issue is still not resolved you are encouraged to make contact with the Programs Coordinator.

3. Should the issue still not be resolved, you are encouraged to make an appointment to speak to the General Manager. If after working through all the above channels, your concerns have not been addressed to your satisfaction you are able to log a formal complaint. Information regarding the complaints process if available under the ‘Student Documents’ section of our website.

Contact

Your trainer contact details including phone number and email address are provided in your welcome letter. Your trainer will also contact you within 2 weeks of enrolling in the qualification.

To contact the administration team please phone Health Industry Training on 1300 381 415.