



# REGISTERED NATIONAL STANDARD

## UNIT OF COMPETENCY

<b>Title:</b>	<b>Support a health awareness group activity</b> <i>Note:</i> <i>This unit has been adapted from the Commonwealth of Australia (2021) approved Unit of competency encoded CHCGRP001 but contextualised for the purposes of aged care in Tonga</i>				
<b>TQF Level:</b>	3	<b>Credits:</b>	8	<b>Version:</b>	1
<b>National standard code:</b>	NS065-03				
<b>Associated qualification (and code):</b>	National Certificate in Aged Care Level 3 (QR-03-NQ-014-02-0915-22-01)				
<b>Approval date:</b>	10 June 2022			<b>Review date:</b>	10 June 2027
<b>Purpose:</b>	<p>This unit describes the skills and knowledge required to participate in, and provide general support for 'informal' health awareness sessions to community members.</p> <p>Persons credited with this unit will be able to:</p> <ol style="list-style-type: none"> <li>1. Work with group members to organize a health awareness session within their 'scope of practice';</li> <li>2. Discuss, agree and document rules for group behaviour;</li> <li>3. Follow documentation requirements for recording progression of group work;</li> <li>4. Establish and maintain group relationships;</li> <li>5. Organise resources for group activities;</li> <li>6. Work as part of a group to deliver an information session.</li> </ol>				

<b>Learning Outcome 1 (LO1)</b>	Identify the purpose of a community health awareness group
<b>Performance standards</b>	<p>1.1 Describe the <i>scope of practice</i> of a specific community health awareness group;</p> <p>1.2 Identify an appropriate community health topic to be delivered by the group (in 1.1) within its scope of practice;</p> <p>1.3 Identify a suitable purpose, and the target audience, of the topic identified in 1.2;</p> <p><i>[Range may include but not restricted to: oral hygiene to encourage children to look after their teeth while young; hand washing techniques to help stop the spread of infection; elder abuse awareness to assist community members to be aware of the rights of older people]</i></p> <p>1.4 Discuss, agree and document rules for group behaviour with all group members;</p> <p>1.5 Identify, acknowledge and respect individual differences of group members;</p> <p>1.6 Keep records of group interactions according to documentation requirements;</p>
<b>Learning Outcome 2 (LO2)</b>	Establish and maintain group relationships
<b>Performance Standards</b>	<p>2.1 Identify and document goals and expectations of each group member;</p> <p>2.2 Encourage participation of other group members;</p> <p>2.3 Use clear communication to interact with others in the group;</p> <p>2.4 Encourage group members to use clear communication and focus communication on the aim and purpose of the group;</p> <p>2.5 Encourage participants to abide by agreed group behaviour rules;</p> <p>2.6 Promote group achievements in a way which motivates and recognises participants efforts.</p>
<b>Learning Outcome 3 (LO3)</b>	Organise resources for group activities
<b>Performance standards</b>	<p>3.1 Identify appropriate resources and materials required for an information session on a community health topic;</p> <p><i>[Range resources may include but not limited to information/referrals, equipment-materials, administrative support, brochures, information sheets. Materials may include resources such as giveaways for participants, soap, tooth brushes, tooth paste for oral-hygiene. Note all resources need to be</i></p>

	<p><i>relevant and up to date to industry standards]</i></p> <p>3.2 Appropriately request for resources and materials;</p> <p>3.3 Provide information to group about available resources and guidelines for their use.</p> <p>3.4 Encourage cooperative approach to the use of resources;</p> <p>3.5 Properly acknowledge and document sources of information.</p>
<b>Learning Outcome 4 (LO4)</b>	Work as part of a group to deliver information session
<b>Performance standards</b>	<p>4.1 Work in a group to plan an information session on an identified community health topic;</p> <p>4.2 Assist in the setting up of information session;</p> <p>4.3 Welcome target audience and present information session;</p> <p>4.4 Provide opportunity to audience to give feedback and ask questions;</p> <p>4.5 De-brief and document reflection on completion of information session.</p> <p><i>[Range may include; summary of what the group achieved for the community, opportunity for improvement for future presentations, dynamics of the group, any difficulties experienced]</i></p>
<b>Pre-requisites</b>	N/A
<b>Co-requisites</b>	N/A
<b>Underpinning skill and knowledge</b>	<p>The following skills and knowledge underpin this unit standard:</p> <ol style="list-style-type: none"> <li>a) Scope of practice</li> <li>b) Working in a group in community care</li> <li>c) Group dynamics</li> <li>d) Group resources, including: Information /referrals, facilities, equipment/materials, administrative support;</li> <li>e) Facilitation of community meetings</li> <li>f) Taking minutes of meeting</li> <li>g) Documentation requirements for group work</li> <li>h) Group presentation skills</li> <li>i) Target audience</li> <li>j) Communication and interpersonal skills</li> </ol>
<b>Assessment requirements</b>	<p><b><u>METHODS OF ASSESSMENT:</u></b></p> <p>A range of assessment methods should be used to assess students' knowledge and application of skill. These methods include but not restricted to the following:</p> <ol style="list-style-type: none"> <li>1. Direct observation of students – may include role-play, work placement,</li> </ol>

- seminars, demonstrations;
2. Written (quizzes, reports, essays);
  3. Oral (Interview - One-on-one or group);
  4. Review of work placement reports – signed off by assessor/workplace supervisor and
  5. Portfolio of evidence.

### **CONTEXT OF ASSESSMENT**

Competency in this unit will be assessed while students participate in the planning, organizing, and presenting a **Health awareness group session**.

This assessment must have at least three (3) main parts:

#### **Part 1: Planning and organizing**

Documented planning and preparation of a *Health awareness information session* to be conducted in the community (or a simulated environment that reflects the actual community), outlining sufficient details in regards to:

- a. Group purpose/goal
- b. Schedule for group meetings
- c. Group rules
- d. Meeting minutes
- e. Task allocation (all members must actively participate)
- f. Identifying and choosing of a health awareness topic (within scope of practice of an aged care support worker, relevance to target audience)  
*[Range of topics may include but not limited to: infection control, hand-hygiene, oral health, elder abuse awareness, safe manual handling, person-centred care, holistic health, caring for a client with dementia]*
- g. Resources (no cost to community)

This planning document must be handed in to the trainer/assessor for marking.

#### **Part 2: Observation of planning and organizing**

This will involve the:

- a. trainer/assessor observing and marking a group's preparatory planning and meetings;
- b. trainer/assessor providing feedback on planning and preparation;
- c. group students engaged in group planning meetings
- d. group of students acting on feedback provided by trainer/assessor.

#### **Part 3: Presenting a health awareness session**

This will involve a group of students presenting a *Health awareness*

	<p><i>information session</i> in the community (or simulated environment) while being observed and assessed by trainer/assessor. This presentation is expected to be a team effort and to be presented professionally.</p> <p><b><u>RE-ASSESSMENT</u></b></p> <p>Candidates of assessment may have up to three (3) attempts at the assessment tasks. Should the 1st attempt be unsatisfactory, trainers/assessor are to provide feedback and re-teach when necessary, before arranging the dates for the candidate's 2nd and 3rd re-assessments. All re-assessments must be completed within 14 days of their first attempt.</p>
<p><b>Moderation arrangements</b></p>	<p>a) Provider institutions must provide their assessment and moderation plan for approval by TNQAB.</p> <p>b) Provider Institutions are responsible for moderation arrangements to ensure consistency in assessments. Moderation process must be approved by TNQAB.</p>
<p><b>Resource requirements</b></p>	<p>a) Standard classroom furniture and resources, including but not limited to: white/blackboard, tables or benches, chairs, student notice boards, whiteboard markers, butchers' paper/coloured card or spare paper and pens for group activities;</p> <p>b) Tables and chairs for outside use when presenting a health awareness session within the community;</p> <p>c) As participants are given a level of creativity when presenting in the community, other resources maybe required depending on topics being presented. This may include resources borrowed from the school's simulation room. Examples include manikin, mobility equipment, hand-washing resources.</p>
<p><b>Requirements to complete this unit</b></p>	<p>To demonstrate competence in this unit, a candidate of assessment:</p> <p>a) Must achieve every learning outcome to fulfil the requirements of the unit standard;</p> <p>b) Is eligible to 3 attempts on their assessments. Should the first attempt be unsatisfactory, reassessments must be completed within 14 days of their first attempt.</p>
<p><b>Important notes and definitions</b></p>	<p><b><u>Notes:</u></b></p> <ol style="list-style-type: none"> <li>1. Reasonable adjustment can be made to the assessment tasks to ensure equity in assessment. If a student is identified to have a particular need reasonable adjustment may be considered.</li> <li>2. Assessment guide and plans and tools must be developed and</li> </ol>

moderated before submission to TNQAB for approval.

**Definitions:**

1. *Group dynamics*: describes the way in which people in a group interact with one another
2. *Informal health awareness session*: refers to a relaxed, friendly and unofficial gathering to learn more about specific health issues such as infection control, hand-hygiene, oral health, elder abuse, safe manual handling, person-centred care, holistic health, caring for a client with dementia
3. *Meeting minutes*: is the written record of everything that's happened during a meeting. A minute must contain at least the following:
  - a. Date and time of the meeting
  - b. Names of the participants
  - c. Purpose of the meeting
  - d. Agenda items and topics discussed
  - e. Action items
  - f. Next meeting date and place
4. *Purpose of the group*: topic selected should be within the participants 'scope of practice' and be relevant to aged care. The topic needs to have a purpose and be relevant to the target audience. Example; infection control/hand-washing could assist community members stop the spread of infection when someone is unwell.
5. *Rules for group behaviour*: should be agreed on by all group members at the start of establishing a group. This will provide guidelines for all participants.
6. *Scope of practice*: your scope of practice is the limit of your knowledge, skills and experience and is made up of the activities you carry out within your professional role. As a health and care professional, you must keep within your scope of practice at all times to ensure you are practicing safely, lawfully and effectively.

**Public comments on unit**

Please contact TNQAB National Qualifications Unit (email [EnquireNQ@tnqab.to](mailto:EnquireNQ@tnqab.to) or Telephone 28136) if you like to discuss or suggest changes to the details of this unit.