



Education & Training @ ReGen

CHCAOD006: Provide Interventions for People with Alcohol and Other Drug Issues

April 2016

Education & Training

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Welcome

Welcome to the Alcohol and Other Drug (AOD) Specialisation Units of Competency, delivered by Uniting Care Re Gen (formerly Uniting Care Moreland Hall) Education and Training Service.

This resource has been designed to give you information about the content of *CHCAOD006 Provide interventions for people with alcohol and other drugs issues* and the training and assessment process that you are about to undertake.

If after you have read this document you have any questions please speak to your trainer directly.

Course Information

The training component of this program is delivered over 4 days. However, students will also be required to undertake pre reading and do additional reading and assessment activities outside the contact training hours.

Purpose

The purpose of the training course is to enable participants to develop the theoretical knowledge and practical skills by applying standard processes and procedures for providing comprehensive services to meet the needs of clients with AOD issues.

Delivery Mode and Strategy

Presentation of information within the national competency standards will be undertaken by an appropriately qualified trainer using a range of learning strategies, including:

Practical demonstration

Small group work and case studies

Practical tasks

Group discussion

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Role play activities

Audio visual material (i.e. videos and DVDs)

For consolidation, the material in these units of competency should be linked with and complemented by relevant on-the-job practice. Where possible, theoretical concepts and practical application will be illustrated and reinforced by drawing on examples and discussion from the participant's own workplace experience.

Understanding Units of Competency

The following pages provide details of *CHCAOD006 Provide interventions for people with alcohol and other drugs issues*. Please take your time to read about this unit of competency, as doing so will help you to understand what the training covers and the type of evidence which must be gathered in order for you to demonstrate competency. All units of competency have the same basic layout. Below you will find a brief explanation of some of the headings that you will come across.

Application

Identifies the work context and who the unit applies to.

Elements

Are the activities (skill outcomes) that when combined, make up each unit of competency.

Performance Evidence

Sets out the product and/or process evidence is required, in addition to the student performing the performance criteria and includes frequency, range and volume.

Knowledge Evidence

Specifies what the student must know in order to effectively carry out the performance criteria.

Assessment Conditions

Sets out mandatory conditions for assessment, including equipment and assessor requirements

UNIT CHCAOD006 Provide interventions for people with alcohol and other drugs issues

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Unit Descriptor

This unit describes the skills and knowledge required to establish and work within the current context, philosophy and values of the alcohol and other drugs (AOD) sector.

This unit applies to workers who come into contact with clients affected by alcohol and other drugs.

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
1. Prepare for intervention	1.1 Interpret intervention requirements from the individual treatment plans 1.2 Identify and organise support resources required for the intervention 1.3 Plan the intervention, in line with client needs and treatment plan
2. Confirm intervention requirements with client	2.1 Describe features of the intervention and how it can be used effectively 2.2 Confirm client understanding of the intervention 2.3 Report any misunderstanding or confusion experienced by the client to a supervisor 2.4 Obtain consent before commencing the intervention

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ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

3. Conduct intervention

3.1 Guide and support the client to participate in the intervention as defined in the treatment plan

3.2 Provide feedback to the client to reinforce their understanding of intervention and progress

3.3 Identify and manage any issues the client is having with the intervention

3.4 Work collaboratively with others and seek assistance when the client presents with needs or signs outside limits of own authority, skills and/or knowledge

4. Monitor and record activities

4.1 Provide progress feedback to supervisor identifying successes, difficulties and concerns the client is experiencing with the intervention

4.2 Implement variations to the intervention under guidance from supervisor

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ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

4.3 Clearly document information about the intervention and its progress

4.4 Provide progress feedback to client

4.5 Identify the need for referral to other services and take action in consultation with supervisor

Application

This unit describes the skills and knowledge required to respond to the immediate and ongoing needs of people intoxicated by alcohol and/or other drugs, with a focus on harm minimisation.

This unit applies to people working in alcohol and other drugs (AOD) services and other community service delivery contexts.

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.

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Performance Evidence

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:

- provided services to at least 2 intoxicated clients
- used the following communication and interpersonal skills in dealing with intoxicated clients:
 - management of difficult and aggressive behaviour
 - non-judgmental communication
 - conflict resolution
 - negotiation
 - self-protection

KNOWLEDGE EVIDENCE

This describes the essential skills and knowledge and their level required for this unit.

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

- Legal and ethical considerations (international, national, state/territory, local) in AOD work, and how these are applied in organisations and individual practice:
 - Children in the workplace
 - Codes of conduct
 - Codes of practice
 - Discrimination
 - Dignity of risk
 - Duty of care
 - Human rights
 - Informed consent
 - Mandatory reporting
 - Practice standards
 - Privacy, confidentiality and disclosure, including limitations

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- Policy frameworks
- Records management
- Rights and responsibilities of workers, employers and clients
- Specific AOD legislation
- Work role boundaries – responsibilities and limitations
- Work health and safety
- Roles and responsibilities of people involved in the intervention:
 - Worker – scope of role and boundaries
 - Client
 - Family and broader support network
 - Self-help groups
 - Other services/agencies
- Types of information and terminology found in client treatment plan and how to interpret these
- Factors that may influence a client's ability to participate in an intervention
- Theoretical frameworks about motivation to change alcohol and/or other drug use
- Treatment interventions, and their use, appropriate to AOD and scope of role, including:
 - Motivational interviewing/counselling
 - Cognitive behavioural therapy
 - Detoxification
 - Relapse prevention
 - Crisis intervention
 - Brief intervention
 - Protective intervention
- Techniques for motivational interviewing/counselling, including:
 - Attending skills, use of body language
 - Paraphrasing
 - Reflecting feelings
 - Open and closed questioning or probing
 - Summarising
 - Reframing
 - Exploring options
 - Normalising statements
- Strategies to support clients during interventions
- Strategies for managing difficult situations:
 - Conflict management and resolution
 - Mediation and negotiation
- Types and availability of service to which client may be referred

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Performance Guide

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

The individual being assessed must provide evidence of specified essential knowledge as well as skills
In addition, this competency should be assessed in the context of the particular workplace client group

This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
Some theoretical knowledge may be assessed by formal testing e.g. suicide risk assessment

Assessment must include the normal range of workplace situations

Access and equity considerations:

All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work

All workers should develop their ability to work in a culturally diverse environment

In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people

Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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Performance Guide

Context of and specific resources for assessment:

This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

Method of assessment:

In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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ASSESSMENT TASKS CHCAOD006

In the first instance ReGen will gather evidence of competency by asking you to complete 6 assessment tasks.

These tasks have been designed to provide you with the opportunity to demonstrate your competency in relation to *CHCAOD006 Provide interventions for people with alcohol and other drugs issues*, however if the answers you provide are too brief, ambiguous or inaccurate additional information and/or a reassessment will be needed.

The six assessment tasks are detailed on the following pages. The Assessment Matrix on pages 19 - 27 identifies the assessment tasks and aligns them to the performance criteria and the required skills and knowledge of the competency unit.

Additional assessment tasks and reassessment tasks will vary as they need to be designed to provide individual students with the opportunity to address the gaps in their evidence portfolio.

Candidates will be assessed at Diploma level.

Assessment Task 1– Legal and Statutory quiz

Participants will be provided with student notes and website resources to assist them in completing this assessment task. Using these resources and your experience from your work/life, you will be asked to respond to a series of questions that cover legislation focusing on client care and treatment including working with young children, legislation governing organisational data collection, state and federal alcohol and drugs strategy, workplace health and safety and employee code of conduct.

Time will be given to complete the workbook in class but it is expected that students will need to work on this assessment outside of class.

Due Date:

You are required to complete the legal and statutory quiz for course CHCAOD001 and submit it to your assessor two weeks after the final day of in class study.

This assessment task relates to performance criteria 1.1, 2.2, 3.3

Assessment Task 2 – Student Workbook

Participants will have received Student Notes to assist them in completing this assessment task. Using this resource and your experience from work /life you will be

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asked to respond to a series of questions that cover pharmacology, legislation, referral, Family First, confidentiality, duty of care, harm reduction, case management, high risk situations, suicide risk assessment and professional and reflection and development.

You are required to complete this workbook and submit it to your assessor on **Day x** of the course XXX

This assessment task relates to performance criteria: 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2

Assessment Task 3 – Simulation – Provide Interventions (Motivational Interviewing)

This assessment task has two (4) parts. All parts must be completed.

Part 1 of this assessment requires you to undertake a simulated Motivational Interviewing intervention with a client who is contemplating changing AOD use.

The simulation will occur during class time with one of ReGen's assessors being your client.

Part 2 of this assessment requires you to respond to a series of questions regarding the client.

During this simulation assessment task, you will be expected to demonstrate the following: Counselling microskills, Attending skills (body language appropriate to the setting), Reflections (feeling and content), Paraphrasing, Reframing, Open questions used with limited use of closed questions, Summarising, Explored options (sought the clients thoughts, avoided offering solutions), Motivational Interviewing, Evocative questions/reflections to directly raise change talk, Asking for elaboration, Exploration of values and goals and relationship to current behaviour

- Importance and confidence rulers
- Decisional balance
 - (The skills demonstrated will depend on the scenario, a reasonable selection will be expected)
 - Responded to change talk (DARN-CAT) when it was said by the client using counselling techniques - OARS

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- Approach to the intervention supported underpinning Spirit of MI
- Partnership - collaborative
- Acceptance – e.g. empathy and honouring autonomy
 - Compassion – deliberate commitment to pursue the welfare of the client

Evocation – strengths approach that client already has skills and knowledge that can be built on (therefore offering solutions early without checking would mean that the spirit of MI is not present)

This assessment task relates to performance criteria 1.3, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 4.5

Assessment Task 4 – Case Presentation & Written Case Study

There are two (2) parts to this assessment.

Part 1: Case Presentation:

Participants are required to develop a case study of a client that you have worked with. Participants will present the case study in class on Presentation Date: ???? for 'review' with your peer supervision team (the rest of the class).

The aim of the presentation is to provide the peer group with information about the clients presenting circumstances, goals, treatment plan and interventions used to achieve the goals.

In your presentation, you are also asked to reflect on any issues that have arisen in your work with the client in relation to the treatment plan and interventions as well as any specific feedback or issues you would like the wisdom of the group to comment on.

Part 2: Written Case Study

Participants are also required to submit to the assessor at the time of the presentation a written version of the presentation and issues raised

This assessment task relates to performance criteria 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4, 4.1, 4.4, 4.5,

Assessment Task 5 – Simulation – Provide Relapse Prevention Strategies

This assessment task has two (2) parts. All parts must be completed.

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Part 1 of this assessment requires you to undertake a simulated Relapse Prevention Intervention with a client who may has/or potentially Relapses.

The simulation will occur during class time with one of ReGen's assessors being your client.

Part 2 of this assessment requires you to submit the relapse prevention plan developed with the client.

During this simulation assessment task, you will be expected to demonstrate the following:

This assessment task relates to performance criteria 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.2, 4.5

Assessment Task 6 – Client reflection and record – Relapse Prevention

This assessment task has three (3) parts. All parts must be completed.

Part 1 of this assessment requires you to undertake a relapse prevention planning session with a client you are currently working with, it is recommended you use the Relapse Prevention Planning Document in this session. *It is recommended that you would undertake this work at an appropriate time in your course, after you have completed training on this subject with a client who is ready to develop a relapse prevention plan.*

Part 2 of this assessment requires you to submit the Relapse Prevention Plan you developed with your client, an example is attached (Attachment 1), however you may use a format you prefer. You will also need to ask your supervisor to complete the declaration of authenticity attached.

Part 3 of this assessment requires you to respond to some questions reflecting on your approach to supporting a client to develop their relapse prevention plan.

This assessment task relates to performance criteria 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2 3.3, 3.4, 4.1

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Assessment Processes

Assessment Submission

A number of assessments are completed and handed in during class time. In this instance participants will be required to submit assessment tasks to their trainer/assessor. While, other assessment tasks, you will be required to complete in your own time. Participants will need to submit these assessment tasks to Ann Tattersall (atattersall@regen.org.au) by the allocated due date for each assessment.

Each assessment task should be submitted with a signed assessment cover sheet which will be provided with assessment tasks. Participants must comply with the requirements of completing assessments and the submission in order to receive a result on each assessment task. If participants are unable to submit the assessment tasks by the relevant due date they must apply for an extension. The Extension Form must be submitted on or before the assessment due date.

Applying for an Extension

Extensions are not automatic. Participants seeking an extension of time for submitting an assessment are expected to complete and submit an extension/special consideration form.

Extension/special consideration forms are available online at:
<http://www.regen.org.au/extension-request>

Extensions will usually be granted unless there are extenuating circumstances preventing this from being possible – for instance if there are certain Training Authority requirements that ReGen must fulfil (such as working within a set timeframe)

PLEASE NOTE: If no extension/special consideration form has been received by the due date, and the evidence/homework is integral to the unit, the participant will be assessed as Not Yet Competent.

The participant will be notified by their assessor if extension has been granted.

Special Consideration

UCReGen offers the opportunity to participants for special consideration of units of competency within the context of extenuating circumstances.

A participant whose work during the time of study or whose performance or assessment has been affected by illness or other serious cause may apply for

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Extension/Special Consideration form. Written applications must be lodged with UC REGEN Education and training Service immediately following the occurrence or no later than 2 working days after the day of the assessment deadline.

Assessment Feedback

You will be provided with verbal feedback as you progress through the course.

At the end of the course your assessor will look at all the assessment tasks in your evidence portfolio and provide you with written feedback. This feedback will tell you if you have provided sufficient information to demonstrate competency.

If at this stage there is insufficient evidence to warrant a result of competency achieved (CA) you will be given the opportunity to resubmit work or given an additional assessment task.

Resubmitted Work/Additional Assessment Task

If any submitted assessment task is assessed as not meeting the criteria for competency the participant will be:

Provided with feedback from the educator/trainer/assessor

Participants will be provided with an opportunity to provide additional evidence or resubmit work or given an additional assessment task.

The assessor will add this new information to your evidence portfolio before making a final assessment and issuing a Record of Assessment.

If after the resubmission the assessable task(s) does not demonstrate competency, a final result of "Not Yet Competent" will be recorded for that assessment task.

Issuing Statements of Attainment and Qualifications

Upon satisfactory completion of course requirements and assessments, participants will be issued with a Statement of Attainment/Certificates.

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Module and Assessment Matrix CHCAOD006 – Provide interventions for people with alcohol and other drugs issues

Element	Performance Criteria	Content	Method	Assessment Task
1. Prepare for intervention	1.1 Interpret intervention requirements from the individual treatment plans			
	1.2 Identify and organise support resources required for the intervention			

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Element	Performance Criteria	Content	Method	Assessment Task
	1.3 Plan the intervention, in line with client needs and treatment plan			
2. Confirm intervention requirements with client	2.1 Describe features of the intervention and how it can be used effectively			
	2.2 Confirm client understanding of the intervention			
	2.3 Report any misunderstanding			

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Element	Performance Criteria	Content	Method	Assessment Task
	or confusion experienced by the client to a supervisor			
	2.4 Obtain consent before commencing the intervention			
3. Conduct intervention	3.1 Guide and support the client to participate in the intervention as defined in the treatment plan			

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Element	Performance Criteria	Content	Method	Assessment Task
	3.2 Provide feedback to the client to reinforce their understanding of intervention and progress			
	3.3 Identify and manage any issues the client is having with the intervention			
	3.4 Work collaboratively with others and seek assistance			

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Element	Performance Criteria	Content	Method	Assessment Task
	when the client presents with needs or signs outside limits of own authority, skills and/or knowledge			
4. Monitor and record activities	4.1 Provide progress feedback to supervisor identifying successes, difficulties and concerns the client is experiencing with			

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Element	Performance Criteria	Content	Method	Assessment Task
	the intervention			
	4.2 Implement variations to the intervention under guidance from supervisor			
	4.3 Clearly document information about the intervention and its progress			
	4.4 Provide progress feedback to client			

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Element	Performance Criteria	Content	Method	Assessment Task
	4.5 Identify the need for referral to other services and take action in consultation with supervisor			

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Performance Evidence	Assessment Task	1	2	3	4	5	6
Planned, conducted and monitored interventions for at least 2 people with AOD issues as detailed in their treatment plan, using evidence based interventions, at least 1 of which, must be motivational interviewing	<input checked="" type="checkbox"/>						

Knowledge Evidence	Assessment Task	1	2	3	4	5	6

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Knowledge Evidence	Assessment Task	1	2	3	4	5	6
<p>Legal and ethical considerations (international, national, state/territory, local) in AOD work, and how these are applied in organisations and individual practice:</p> <ul style="list-style-type: none"> • Children in the workplace • Codes of conduct • Codes of practice • Discrimination • Dignity of risk • Duty of care • Human rights • Informed consent • Mandatory reporting • Practice standards • Privacy, confidentiality and disclosure, including 							

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Knowledge Evidence	Assessment Task	1	2	3	4	5	6
<p>limitations</p> <ul style="list-style-type: none"> • Policy frameworks • Records management • Rights and responsibilities of workers, employers and clients • Specific AOD legislation • Work role boundaries – responsibilities and limitations • Work health and safety 							
<p>Roles and responsibilities of people involved in the intervention:</p> <ul style="list-style-type: none"> • Worker – scope of role and boundaries • Client 							

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Knowledge Evidence	Assessment Task	1	2	3	4	5	6
<ul style="list-style-type: none"> Family and broader support network Self-help groups Other services/agencies 							
Types of information and terminology found in client treatment plan and how to interpret these							
Factors that may influence a client's ability to participate in an intervention							
Theoretical frameworks about motivation to change alcohol and/or other drug use							
Treatment interventions, and their use, appropriate to							

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Knowledge Evidence	Assessment Task	1	2	3	4	5	6
<p>AOD and scope of role, including:</p> <ul style="list-style-type: none"> • Motivational interviewing/counselling • Cognitive behavioural therapy • Detoxification • Relapse prevention • Crisis intervention • Brief intervention • Protective intervention 							
<p>Techniques for motivational interviewing/counselling, including:</p> <ul style="list-style-type: none"> • Attending skills, use of body language • Paraphrasing • Reflecting feelings 							

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Knowledge Evidence	Assessment Task	1	2	3	4	5	6
<ul style="list-style-type: none"> • Open and closed questioning or probing • Summarising • Reframing • Exploring options • Normalising statements 							
Strategies to support clients during interventions							
Strategies for managing difficult situations: <ul style="list-style-type: none"> • Conflict management and resolution • Mediation and negotiation 							
Types and availability of service to which client may be referred							

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Assessment Conditions	Met?	
<p>Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions.</p> <p>The following conditions must be met for this unit:</p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p>Use of suitable facilities, equipment and resources, including:</p> <ul style="list-style-type: none"> • Client treatment plans • Organisation policies and procedures 	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p>Modelling of industry operating conditions, including:</p> <ul style="list-style-type: none"> • Involvement of people with whom the candidate can interact 	Yes <input type="checkbox"/>	No <input type="checkbox"/>

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<ul style="list-style-type: none"> Scenarios that cater to a range of settings, including crisis situations 		
<p>Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input type="checkbox"/></p>

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