Clinical Coder Qualifications

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VET

Vocational Education and Training
RTO
Registered Training Organisation
VQF

VET Quality Framework

The VQF is aimed at achieving greater national consistency in the way providers are registered and monitored and in how standards in the VET sector are enforced.
A Training Package is a set of nationally endorsed standards and qualifications used to recognise and assess the skills and knowledge people need to perform effectively in the workplace.
Training Packages

Examples of training packages include:

- Automotive manufacturing
- Business services
- Food processing
- Racing industry
- Retail services
- Health
AQF

Australian Qualifications Framework
## AQF

<table>
<thead>
<tr>
<th>Schools Sector</th>
<th>Vocational Education and Training Sector</th>
<th>Higher Education Sector</th>
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<tbody>
<tr>
<td>Senior secondary certificate of education</td>
<td>Vocational Graduate Diploma</td>
<td>Doctoral Degree</td>
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<tr>
<td></td>
<td>Vocational Graduate Certificate</td>
<td>Masters Degree</td>
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<td>Advanced Diploma</td>
<td>Graduate Diploma</td>
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<td>Diploma</td>
<td>Graduate Certificate</td>
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<td>Certificate IV</td>
<td>Bachelors Degree</td>
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<td>Certificate III</td>
<td>Associate Degree</td>
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<td></td>
<td>Certificate II</td>
<td>Advanced Diploma</td>
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<td>Certificate I</td>
<td>Diploma</td>
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*AQF: Australian Qualifications Framework*
Unit of Competency (UOC)

A unit of competency specifies the knowledge and skills, and the application of that knowledge and skills, to the standard of performance expected in the workplace.
Elements

These break down and describe the key outcomes which make up the unit of competency (or workplace function). E.g.

- Interpret and comply with ethical practices and rules of conduct
- Interpret work role and responsibilities
- Identify risks
Performance criteria

These are assessable statements which specify the required level of performance for each of the Elements. E.g.

- Record data clearly, accurately and completely
- Maintain confidentiality at all times
Qualifications & UOCs

E.g. Certificate III in Health Administration

- 15 units of competency are required for award of this qualification, including:
  - 5 core units
  - 10 elective units
Clinical Coding

- Currently there are NO specific qualifications for clinical coders
- However there are 3 units of competency for clinical coders
  - Health Training Package
  - Elective units within Certificate III and Certificate IV in Health Administration qualifications
Current Clinical Coder Training

- Current units are:
  - HLTCC301B – Produce coded clinical data
  - HLTCC401B – Undertake complex clinical coding
  - HLTCC402B – Complete highly complex clinical coding
HIMAA courses have been mapped to these UOC’s as follows:

- Introductory Clinical Coding (mapped to) – HLTCC301B
- Intermediate Clinical Coding (mapped to) – HLTCC401B
- Advanced Clinical Coding (mapped to) – HLTCC402B
Current Issues

- There is no unit of competency that adequately addresses medical terminology.
- Nominal hours for a unit of competency are on average 60 hours.
- There are no units for other roles coders perform such as those around casemix/ABF clinical coding auditing.
Addressing Issues

HIMAA as the peak body for the industry is currently:

- Working towards accreditation of our Comprehensive Medical Terminology course
- Developing 3 full qualifications for clinical coders
  - Certificate III
  - Certificate IV
  - Diploma
Advantages

- Career pathways
- Pathways to university
- Professional recognition
- Industrial Awards
- Apprenticeships
- Funding
Development Stages

- Identification of job roles
- Identification of underpinning skills and knowledge
- Mapping to qualification levels
- Identification of existing units of competency
- Development of new units of competency
- Development of training and assessment material
Job Roles (draft)

- Abstract data and assign codes
- Maintain a Disease Index
- Operate in an ABF environment
- Maintain confidentiality
- Maintain data for other collections
- Other duties
- Clinician Liaison/Education
- Quality Improvement
Abstract data and assign codes

Examples

Meet coding benchmarks for quality and throughput

Produce outstanding coding reports

Maintain coding manuals

Monitor coding throughput

Monitor EHR to ensure electronic data is available for clinical coding

Assign codes for highly complex records

Set, review and monitor coding benchmarks
Maintain Disease Index

Examples

Validate data entry

Check non-coding data for compliance

Monitor the implementation of data collection changes

Record, enter, edit and maintain a client information system of coded data

Liaise with staff from external data receiving organisations regarding reporting requirements

Identify possible care type adjustments
Maintain data for other collections

Examples

- Notification of data to cancer registry
- Reviewing edit reports
- Liaising with external departments regarding data requirements
- Manage changes to software
- Training and education
Quality Improvement Examples

Conduct clinical coding audits

Develop and maintain a quality improvement plan

Run data quality reports

Identify coding issues and determine appropriate solutions

Benchmark with other health care facilities
Clinician liaison/communication

Example

Participate in clinical coder/clinician meetings

Identify problem areas in clinical documentation

Facilitate communication

Provide education to clinicians regarding clinical coding and clinical documentation

Liaise with clinicians regarding incomplete/ambiguous documentation
Operate in an ABF environment

Examples

Validate accuracy of AR-DRG assignment

Identify outliers

Produce casemix reports

Provide training to external staff on AR-DRGs and ABF

Produce and review AR-DRG reports for accuracy
Other duties
Examples

Participate in professional development

Collect workload statistics

Mentor clinical coders

Chair meetings

Supervise staff

Identify training needs

Provide education

Represent the service on internal and external committees
Workplace Learning
70:20:10 Model

- Training
- Feedback & Observation
- Real Experience
Workplace Learning

- Workplace learning must be approached **systematically**
- There must be the **capacity** to support the process
- There must also be **capability** to support the process
THANK YOU