



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **HLTPOP405C Use media to disseminate information**

**Release: 1**

## **HLTPOP405C Use media to disseminate information**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit covers the use of media to assist in the provision of information to the public about health promotion initiatives

### **Application of the Unit**

#### **Application**

This unit applies to work in a public health context

### **Licensing/Regulatory Information**

Not Applicable

### **Pre-Requisites**

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

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.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                       |   |
|---------------------------------------|---|
| 1. Determine <i>appropriate media</i> | <p>1.1 Select an appropriate medium that is readily accessible by the target group in response to the requirements of a specific health campaign or issue</p> <p>1.2 Assess potential interest of selected medium and make arrangements to provide appropriate information</p> <p>1.3 Follow <i>organisation protocols</i> when liaising with the media</p>                         |
| 2. Provide information to the media   | <p>2.1 Provide relevant and succinct information to the media with regard to new and specific health promotion initiatives</p> <p>2.2 Provide <i>relevant and succinct information</i> on health promotion initiatives to media on an ongoing basis</p> <p>2.3 Provide information relevant to target group</p> <p>2.4 Follow organisation protocols when providing information</p> |

**ELEMENT****PERFORMANCE CRITERIA**

3. Publicise a *campaign or issue*
- 3.1 Establish relationship with media contacts
  - 3.2 Gather campaign or issue details and support materials
  - 3.3 Present campaign or issue details and support materials in a logical, relevant and concise manner to the selected media
  - 3.4 Record information provided to media and maintain

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### *Essential knowledge:*

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 identified work role

This includes knowledge of:

- Equity issues in population health
- Evidence-based practice
- Media practices and procedures
- Methods of establishing beneficial media relationships
- National, State and local health policies, goals, targets and priorities
- Overview of the stages in population health project planning
- Quality assurance
- Relevant international charters/declarations and documents (e.g. Alm Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
- Requirements of different medium types
- Social change and advocacy processes
- The need to provide information which is accurate, particularly with regard to libel and discrimination issues
- The role of media in disseminating information
- The role of the media to present information in a newsworthy/ informative manner

## REQUIRED SKILLS AND KNOWLEDGE

- The significance of organisation confidentiality in relation to the public release of information
- Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases
- Working knowledge, consistent with the elements of competence, of the organisation's applicable media policy and procedures and relevant industry codes of practice

### *Essential skills:*

It is critical that the candidate demonstrate the ability 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 identified work role

This includes the ability to:

- Accurately communicate organisation policy
- Apply procedures for liaising with media
- Apply effective communication and interpersonal skills including:
  - language competence
  - literacy and reading competence
  - writing competence
- Apply analytical thinking, problem solving and critical appraisal
- Communicate information in a fluent, clear and interesting manner
- Demonstrate public speaking and media presentation skills
- Engage and work collaboratively and/or in partnership
- Facilitate and contribute effectively to meetings, forums and other networks
- Liaise with media and other organisation personnel
- Undertake work planning and management
- Work as part of a multi-disciplinary team and/or autonomously

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

## EVIDENCE GUIDE

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

- The individual being assessed must provide evidence of specified essential knowledge as well as skills

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity 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 health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of 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 health of Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment may be conducted on more than one occasion to cover a variety of situations
- A diversity of assessment tasks is essential for holistic assessment
- Access is required to:
  - equipment such as overhead projector and other presentation aids, appropriate computer software
  - mock audience, if simulated case study

## EVIDENCE GUIDE

### *Method of assessment:*

Assessment may include:

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff/client feedback
- Portfolio
- Supporting statement of supervisor(s)
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment

### *Related units:*

- This unit can be assessed independently
- However, holistic assessment practice with other appropriate units of competency is encouraged

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

## RANGE STATEMENT

*Organisations liaising with the media may include:*

- Health services
- Government services and departments
- Schools
- Local community organisations
- Clubs
- Churches and associations
- Industry

*Organisational protocols may include:*

- Following organisational policies and procedures
- Maintaining personal presentation standards and expectations
- Ensuring media liaison person is fully briefed and prepared
- Acknowledging support of other organisations
- Seeking advice from superiors where appropriate
- Observing relevant Federal and State legislation and regulations

*Appropriate media may include:*

- Print (local and daily newspapers, business newspapers, generalist magazines, specialist magazines, articles or reviews)
- Television (news interviews, commercials, programs or documentaries)
- Radio (interviews, talk-back or commercials)
- Internet (organisation web-sites, other government department and private web-sites, online forums)

*Campaigns or issues may include:*

- Statewide initiatives
- Locality wide interventions
- Single setting interventions
- Single location interventions
- Long-term interventions



**RANGE STATEMENT**

*Requirements of the media may include:*

- Deadlines
- Written reports
- Verbal presentations
- Photos
- Amenities
- Briefing area
- Access to media liaison person
- Bilingual personnel or bilingual information

*Relevant and succinct information may include:*

- Information that according to protocol is available for public release
- Information that is factual and avoids speculation
- Language that can be readily understood by a majority of the audience, in order to avoid misinterpretation

**Unit Sector(s)**

Not Applicable