



Australian Government

Department of Education, Employment and Workplace Relations

LGAEHRW508A Undertake education programs to achieve reduction, reuse and recycling of waste

Release: 2

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Modification History

LGAEHRW508A Release 2: Layout adjusted.
LGAEHRW508A Release 1: Primary release.

Unit Descriptor

This unit covers providing education programs to the public on issues of reduction, reuse and recycling of waste. The high public profile of council, and the unique role councils can play in educating the public on environmental matters, is recognised. The unit is appropriate for those responsible for developing public education programs.

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine aims and objectives of program and target audience	<p>1.1 Target audience is identified from community sector involved in waste production.</p> <p>1.2 Waste strategy is reviewed to identify outcomes and educational requirements.</p> <p>1.3 Aims and objectives are specified for educational <i>programs</i>.</p>
2. Develop program	<p>2.1 The kind of <i>program</i> is determined to meet the needs of the target group and the waste strategy.</p> <p>2.2 <i>Resources</i> to implement the program are determined and obtained to achieve objectives within budget.</p> <p>2.3 The content and delivery method for the program is determined within budget to maximise impact.</p> <p>2.4 Cost-effective support <i>materials</i> are prepared that are relevant to the target group and the subject.</p> <p>2.5 A trial of the program is conducted to ensure effectiveness in achieving required outcomes.</p> <p>2.6 Relevant program materials are produced or procured in sufficient quantities to meet identified needs.</p>
3. Implement program	<p>3.1 Constraints to implementing the program are identified to enable program success to be maximised during implementation.</p> <p>3.2 The program is coordinated to reach the target audience within budget.</p>
4. Monitor and review effectiveness of program	<p>4.1 Performance measures are determined that allow assessment of changes in waste practices or attitudes.</p> <p>4.2 Relevant changes in waste practices and attitudes are measured objectively.</p> <p>4.3 The need for intervention to make timely and relevant adjustments to ongoing programs is determined.</p> <p>4.4 Information on educational program performance is made available to interested parties to ensure new strategies and programs are based on up to date knowledge and experiences.</p>

Required Skills and Knowledge

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

Required Skills

- marketing
- presenting
- budgeting
- analysing
- qualitative and quantitative research

Required Knowledge

- psychology of human behaviour
- recycling systems
- education principles
- reuse of materials
- relevant educational equipment and technology
- marketing principles

Evidence Guide

Overview of assessment requirements

A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.

Critical aspects of evidence to be considered

- Adequate resources are obtained
- Realistic aims and objectives are defined
- Program is implemented within budget
- Effectiveness of program is reviewed

Context of assessment

On the job or in a simulated workplace environment.

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies
- written and/or oral questioning to assess knowledge and understanding
- completing workplace documentation
- third-party reports from experienced practitioners
- completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor

Evidence required for demonstration of consistent performance

Evidence will need to be collected over time across a range of variables.

Resource implications

Access to a workplace or simulated case study that encompasses:

- consultation with community groups
- access to communication materials such as videotapes, displays and pamphlets
- access to relevant source material and personnel

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. ***Bold italicised*** wording in the Performance Criteria is detailed below.

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|---|--|
| <i>Materials and resources</i>
may include: | <ul style="list-style-type: none">• videotapes• displays• pamphlets• trainers• experts• signage• multilingual information |
| <i>Programs</i> may include: | <ul style="list-style-type: none">• incentives• penalties• education• resident or rate payer participation• community groups• business groups |

Unit Sector(s)

Health and Environment