Population Health
National Competency Standards

The materials contained within this volume is part of the endorsed component of the

Health Training Package (HLT02)

Endorsed by NTQC and agreed by Ministers in January 2002. This Training Package is to be reviewed by January 2005.

HLT02 Health Training Package
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Contents

Preliminary Information

Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment
This Training Package is Version 3 – check whether this is the latest version by going to the National Training Information Service (*www.ntis.gov.au*) and locating information about the Training Package. Alternatively, contact Community Services and Health Industry Skills Council (www.cshisc.com.au) to confirm the latest version number.

Explanation of version number conventions
The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Package's national code (which remains the same during its period of endorsement).

Version modification history
The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments
3	December 2005	Population Health National Competency Standards and Qualifications
2	December 2002	Health Technicians National Competency Standards and Qualifications
1	December 2001	Primary Release

Explanation of the review date
The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

Health Training Package Units of Competency

This is the complete list of all units of competency in the Health Training Package as they relate to specific Health Industry Sectors.

Introduction to Population Health National Competency Standards

This document contains specific national competency standards relating to Population Health work. The competency standards form part of the Health Training Package. The Health Training Package has been developed by Community Services and Health Industry Skills Council Ltd with the assistance of funding provided by the Commonwealth Government through the Department of Education Science and Training (DEST).

This document must be used in conjunction with the following documents:
- Health Training Package Assessment Guidelines
- Health Training Package Qualifications Framework
- Industry and Organisational Requirements and Business Services National Competency Standards

The Health Training Package integrates national competency standards, qualifications and assessment guidelines in the following areas:
- Ambulance
- General Health Services Delivery
    - Health Service Assistance
    - Health Support Services
- Complementary and Alternative Health Care
    - Ayurveda
    - Homoeopathy
    - Remedial Massage
    - Naturopathy
    - Shiatsu Therapy
    - Traditional Chinese Medicine Remedial Massage
    - Western Herbal Medicine
- Dental Assisting, Dental Technology and Dental Prosthetics
- Health Technician work
- Population Health

For further information relating to the Health Training Package please contact:
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Population Health Units of Competency

UNIT BSBATSIC403A   Maintain and protect culture

Unit Descriptor

This unit covers working as a Board member in such a way as to respect, maintain and protect aspects of culture within the Board structure, the organisation and the community.

This unit is based on a unit originally developed by the Aboriginal and Torres Strait Islander Curriculum Consortium, Tropical North Queensland Institute of TAFE.

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate a knowledge of your culture	1.1 Relevant traditional and cultural responsibilities are outlined appropriately 1.2 Local history is explained 1.3 Protocols are followed 1.4 The role of Elders and their relationship to the organisation is identified and documented 1.5 Respect for culture is modelled
2. Demonstrate respect for cultural diversity	2.1 Diverse lifestyles are described 2.2 Relevant aspects of diversity are identified 2.3 Cultural differences are accommodated in dealings with other people
3. Identify the impacts of colonialism on Aboriginal and Torres Strait Islander culture	3.1 The history of the community is described from the Aboriginal and Torres Strait Islander perspective 3.2 Negative changes in community life are identified and listed 3.3 Positive changes to culture are identified and listed
4. Combine Aboriginal and Torres Strait Islander and non- Aboriginal and Torres Strait Islander ways	4.1 Examples of relevant Aboriginal and Torres Strait Islander processes are explained
5. Deal with cultural exploitation	5.1 Examples of actual and/or potential harm are identified 5.2 Strategies for eliminating or containing damage to cultural integrity are developed, documented and implemented
6. Deal with stereotyping and prejudice	6.1 Areas of social conflict are identified and listed 6.2 Strategies toward reconciliation are developed in consultation with appropriate non-Aboriginal and Torres Strait Islander sectors in targeted areas

ELEMENT	PERFORMANCE CRITERIA
7. Assess the effects of new legislation and policy	7.1 New legislation affecting Aboriginal and Torres Strait Islander people is located and described
	7.2 Changes to public policy relevant to Aboriginal and Torres Strait Islander affairs is identified and listed
	7.3 Impacts are assessed and responses developed and documented
8. Assess the impacts of development on culture	8.1 Relevant current social, technical, economic and political changes are identified and listed
	8.2 Positive and negative impacts are assessed
	8.3 Potential future impacts are considered and listed
	8.4 Strategies to prevent or minimise negative impacts are developed, documented and implemented
	8.5 Strategies to maximise positive impacts are developed, documented and implemented

RANGE STATEMENT

Traditional and cultural responsibilities may include:	• Aboriginal law • Kinship • Land ownership • Elders, traditional owners, men/women • Birth, marriage and death
Local history may include:	• Events, eg. Massacres • Development • Community relations
Protocols may include:	• Talking to the right people • Land ownership • Family/kinship/clan
Lifestyles may include:	• Remote • Rural • Urban
Diversity may include:	• Language • Law • Ceremonies • Literacy • Employment • Living conditions • Lifestyles
Colonial impacts may include:	• Legislation • Land use • Religion • Education • Alcohol

RANGE STATEMENT

Negative changes may include:	• Personal trauma
	• Stolen generation
	• Dispossession
	• Cultural disintegration
	• Loss of social control
Positive changes may include:	• Education
	• Living standards
Relevant Aboriginal and Torres Strait Islander organisational processes may include:	• Committee meetings in appropriate language
	• Constitutions recognise traditional owners
	• Decision-making processes
	• Bush meetings
Areas of actual or potential harm may include:	• Artworks copyright
	• Shift from community focus to business
Areas of social conflict may include:	• Schools
	• Workplaces
	• Public places
Strategies for eliminating damage may include:	• Legal options
	• Negotiation
	• Joint development
Appropriate non-Aboriginal and Torres Strait Islander sectors may include:	• Sporting clubs
	• Schools
	• Local government
	• Businesses
	• Church groups
Legislation and policy may include:	• Native title
	• WIK amendments
	• Pastoral and mining leases
	• 'Three strikes' laws
	• GST
	• Independent living allowance
	• Extended trading hours (liquor)

RANGE STATEMENT

Impacts may include:	• Lost of land and culture • Cultural assimilation • Unemployment
Developments may include:	• Land developments • Mainstreaming services • Changing technologies

EVIDENCE GUIDE

Critical aspects of evidence	• Integrated demonstration of all elements of competency and their performance criteria; and • Culture is maintained and protected
Underpinning knowledge* * *At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.*	• Cultural context – Boards are upholders of traditional and cultural values. Relevant aspects of culture may include: cultural protocols, language (both Traditional and Aboriginal English), Aboriginal learning styles, cultural business, family and community responsibilities and local history • Community control – community participation and control in decision-making are central to organisations and the role of Boards is to support the community in these processes • Location and resources – organisations operate in diverse locations where cultural, social, economic and political conditions may vary widely. Also, acute resource shortages may also determine the options available • Legal requirements – organisations operate under provisions of federal, state or territory legislation as legal entities and funding recipients which influence decision-making • Organisation processes • Equity and diversity principles • Technological changes
Underpinning skills:	• Oral and written communication • Cross-cultural competence, including gender and disability • Evaluation and decision-making • Problem solving

EVIDENCE GUIDE

Resource implications:	This unit of competency should be assessed through the performance of Board duties, but in the event that there is no opportunity to observe such a performance a simulated environment can be used but such simulation must replicate Board conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the Board, including working with others; and transferring competency to other situations
Consistency of performance:	Knowledge and performance to be assessed over time to confirm consistency in performance
Context/s of assessment:	This competency should be assessed through the performance of Board duties, or may be assessed through an accurate simulation of Board duties

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 3	Level 3	Level 3	Level 1	Level 3	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform   2. Administer   3. Design

- **Collecting, analysing and organising information** – history/tradition; Aboriginal law; legislation and policy

- **Communicating ideas and information** – explain history and culture from Aboriginal and Torres Strait Islander perspective; model respect for culture; explain combination of Aboriginal and Torres Strait Islander and non- Aboriginal and Torres Strait Islander ways

- **Planning and organising activities** – consultation; meetings

- **Working with teams and others** – Elders, community, indigenous and non-indigenous people; clubs, schools. government, businesses, church

- **Using mathematical ideas and techniques** – in analysis

- **Solving problems** – colonial impacts; cultural differences; stereotypes and prejudice; social conflict

- **Using technology** – for documentation

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

UNIT BSBATSIC510A   Conduct a community meeting

Unit Descriptor

This unit covers the planning and conducting of community meetings, including bush meetings, which the Board may initiate or facilitate.

Consider co-assessment with *BSBATSIC411A Communicate with the community*.

ELEMENT	PERFORMANCE CRITERIA
1. Negotiate the basis of a meeting and plan the event	1.1 Consultation as to the purpose of the proposed meeting, location, date and time is undertaken with appropriate people
	1.2 The broad agenda and list of invited guests is agreed upon by the appropriate people
	1.3 Details of the meeting are communicated to relevant community groups
	1.4 Venue, travel, meals and accommodation are organised
	1.5 The requirements of people with special needs are addressed to ensure equity and access issues are not ignored
2. Promote the meeting	2.1 Information regarding the meeting is circulated to the community and invited guests
	2.2 Key people are contacted and provided details of the meeting
3. Conduct the meeting	3.1 The Chairperson for the meeting is agreed according to community procedure
	3.2 Relevant meeting protocols are followed to ensure consistency in the conduct of the meetings
	3.3 All points of view are acknowledged through appropriate processes of discussion and documentation
	3.4 Full participation is encouraged
	3.5 Consensus in decision-making is sought
	3.6 Difficult situations are managed appropriately

ELEMENT	PERFORMANCE CRITERIA
4. Record decisions	4.1 Recommended actions resulting from decisions are clarified and noted
	4.2 People and organisations responsible for actions are nominated
	4.3 Decisions and recommended actions are recorded
5. Communicate outcomes	5.1 Meeting outcomes are shared with participants and relevant others
	5.2 Participants are advised to utilise their networks to communicate information and decisions
6. Implement decisions	6.1 Decisions of the meeting are actioned through relevant individuals, groups and agencies
	6.2 Results are reported to participating Elders and organisations through established channels

RANGE STATEMENT

Appropriate people may include:	• Elders • Traditional Owners
Invited guests may include:	• Government representatives • Mining companies • Land councils
Methods of communication may include:	• Facsimile • Notices • Networks
Providing bodies may include:	• ATSIC • Land councils • State aboriginal affairs departments
Special needs may include:	• Interpreters • Child care • Disabilities
Protocols may include:	• Introductions/welcomes • Land/gender/clan issues • Order of speakers • Minute taking • Agenda formats
Meeting processes may include:	• Forms of discussion • Decision-making • Language • Gender groups
Difficult situations may include:	• Conflict • Impasse in decision making • Organisational

EVIDENCE GUIDE

Critical aspects of evidence	• Integrated demonstration of all elements of competency and their performance criteria; and
	• Ad hoc meetings are conducted effectively
Underpinning knowledge*	• Cultural context – Boards are upholders of traditional and cultural values. Relevant aspects of culture may include: cultural protocols, language (both Traditional and Aboriginal English), Aboriginal learning styles, cultural business, family and community responsibilities and local history
* At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.	• Community control – community participation and control in decision-making are central to organisations and the role of Boards is to support the community in these processes
	• Location and resources – organisations operate in diverse locations where cultural, social, economic and political conditions may vary widely. Also, acute resource shortages may also determine the options available
	• Legal requirements – organisations operate under provisions of federal, state or territory legislation as legal entities and funding recipients which influence decision-making
	• Organisation processes
	• Equity and diversity principles
	• Relevant community bodies
Underpinning Skills	• Oral or written communication
	• Cross-cultural competence, including gender and disability
	• Evaluation and decision-making
	• Networking
	• Negotiation
Resource implications	This unit of competency should be assessed through the performance of Board duties, but in the event that there is no opportunity to observe such a performance a simulated environment can be used but such simulation must replicate Board conditions in terms of: performing

EVIDENCE GUIDE

the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the Board, including working with others; and transferring competency to other situations

Consistency of performance   Knowledge and performance to be assessed over time to confirm consistency in performance

Context/s of assessment   This competency should be assessed through the performance of Board duties, or may be assessed through an accurate simulation of Board duties

Key Competency Levels

NB: *These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.*

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 3	Level 3	Level 1	Level 2	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform   2. Administer   3. Design

- **Collecting, analysing and organising information** – agenda, minutes, background papers, meeting protocol. constitution
- **Communicating ideas and information** – discuss basis of meeting; draft agenda; inform others of meeting requirements; circulate background information; follow/enforce relevant protocols; record decisions; report outcomes to Elders and others
- **Planning and organising activities** – venues, travel, meals etc; follow-up on decisions
- **Working with teams and others** – guests, community, ATSIC, land councils, government, companies
- **Using mathematical ideas and techniques** – in areas of logistics/finance
- **Solving problems** – lack of consensus; difficult situations, conflict
- **Using technology** – to create/circulate invitations; record meeting and decisions; publicise decisions

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

UNIT BSBATSIW515A   Secure funding

Unit Descriptor

This unit covers the process of locating sources of funds, making applications and lobbying to maximise the organisation's chances of securing funds for its activities.

ELEMENTS	PERFORMANCE CRITERIA	
1. Identify and contact funding bodies	1.1	Mainstream and Aboriginal and Torres Strait Islander sources of funding are investigated and listed
	1.2	Information is gathered about the potential funding body's priorities, key areas, and expected outcomes
	1.3	Funding requirements are clearly explained to potential funding sources
2. Prepare a case for funding	2.1	A team is formed to oversee the funding application
	2.2	Staff are delegated tasks if appropriate
	2.3	Consultant services are employed to provide technical assistance if necessary
	2.4	A proposal is prepared that is related to the funding body's objectives, criteria and application requirements
	2.5	All existing financial obligations with respect to the funding body are up to date
3. Promote the case for funding	3.1	The network is used to lobby the funding body
	3.2	Key people are advised of progress and the outcome of the application
4. Appeal if necessary	4.1	Relevant appeal authorities and procedures for funding bodies are identified and documented
	4.2	The appeal system is used if there is a case

RANGE STATEMENT

Application requirements may include:	• Eligibility criteria
	• Demonstrable outcomes
	• Participation of certain groups eg. Women, youth
	• Deadlines
Key people may include:	• Elders
	• Committee
	• management

EVIDENCE GUIDE

Critical aspects of evidence	• Integrated demonstration of all elements of competency and their performance criteria; and
	• Appropriate funding sources are accessed to support the organisation's program
Underpinning knowledge* * At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.	• Cultural context – Boards are upholders of traditional and cultural values. Relevant aspects of culture may include: cultural protocols, language (both Traditional and Aboriginal English), Aboriginal learning styles, cultural business, family and community responsibilities and local history
	• Community control – community participation and control in decision-making are central to organisations and the role of Boards is to support the community in these processes
	• Location and resources – organisations operate in diverse locations where cultural, social, economic and political conditions may vary widely. Also, acute resource shortages may also determine the options available
	• Legal requirements – organisations operate under provisions of federal, state or territory legislation as legal entities and funding recipients which influence decision-making
	• Organisation processes
	• Funding sources and their requirements
	• Appeal systems
	• Relevant consultancy services
Underpinning skills:	• Oral and written communication
	• Ability to work in a team
	• Planning and prioritising
	• Evaluation and decision-making
	• Networking
	• Negotiation and lobbying

EVIDENCE GUIDE

Resource implications: This unit of competency should be assessed through the performance of Board duties, but in the event that there is no opportunity to observe such a performance a simulated environment can be used but such simulation must replicate Board conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the Board, including working with others; and transferring competency to other situations

Consistency of performance: Knowledge and performance to be assessed over time to confirm consistency in performance

Context/s of assessment: This competency should be assessed through the performance of Board duties, or may be assessed through an accurate simulation of Board duties

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 3	Level 3	Level 3	Level 1	Level 3	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform   2. Administer   3. Design

- **Collecting, analysing and organising information** – gathering information about potential funding sources and the source's conditions

- **Communicating ideas and information** – promoting the case for funding, activating networks in support of application

- **Planning and organising activities** – preparing submissions

- **Working with teams and others** – staff delegated to tasks, using consultants for technical advice

- **Using mathematical ideas and techniques** – to calculate funding requirements, ensure existing financial obligations met

- **Solving problems** – meeting criteria, funding bodies' requirements and appeal procedures

- **Using technology** – including communications technology

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

UNIT CHCAC3C Orientation to aged care work

Unit Descriptor

Work is performed within a legal and ethical framework and supports the rights and interests of the aged people and follows appropriate reporting mechanisms to meet duty of care requirements.

ELEMENTS	PERFORMANCE CRITERIA	
1. Demonstrate commitment to quality care for aged people	1.1	All work reflects an understanding of key issues facing aged people and their carers
	1.2	All work undertaken reflects context of policy, regulatory, legislative and legal requirements as they apply to the area of work
	1.3	All work in the sector demonstrates a commitment to access and equity principles
	1.4	Organisational procedures relating to client participation are followed
	1.5	Personal values and attitudes regarding ageing are taken into account when planning and implementing all work activities
2. Support rights, interests and needs of the aged person	2.1	Aged person is supported and encouraged to exercise their rights where appropriate
	2.2	Legal responsibilities and duty of care are complied with
3. Respond to situations of risk or potential risk to the aged person within work role and skills level	3.1	Respond to situations of risk and report to appropriate people
	3.2	Report uncharacteristic or inappropriate behaviour
	3.3	Report situations of risk which may have an adverse effect on the health of the aged person

RANGE OF VARIABLES

Issues may include:	• Coming to terms with the ageing process
	• Access to community
	• Changing needs for physical comfort, sleep and rest
	• Death, grieving and loss
	• Changes that ageing may bring to physical processes, memory, intellectual function, personality and social interaction
Context includes:	• Statutory framework within which work takes place
	• Historical context of work eg. Changing attitudes to ageing; changing approaches to working with clients
	• Changing social context of work eg. Consumer centred approach, changing government and societal views of aged care, approaches to working with clients,
	• Political context eg. Government policies and initiatives affecting aged care work
	• Economic context eg. The current economic situation as it relates to and affects aged care and the subsequent impact on client needs
	• Facts/myths about ageing
Different models of work in the sector may include:	• Community development and education
	• Health promotion
	• Case management
	• Working with families
	• Peer support/self help
	• Residential services
	• Respite care
	• Home based support
	• Unpaid work
	• Palliative care
Quality of care may include the following underpinning values and philosophies:	• A holistic and consumer-centred approach
	• Community education
	• Promotion of mental health and wellbeing
	• Early intervention

RANGE OF VARIABLES

	• Targeting of appropriate services
	• Commitment to meeting the needs and upholding the rights of clients
	• Commitment to empowering clients
Policy and legislative requirements include:	• Privacy Act
	• Equal Employment Opportunity principles
	• Guardianship Board
	• Freedom of Information Act
	• Individual rights
	• Residential Aged Care Service Standards
	• Aged Care Act 1997
	• Nurses Act
	• Medical Act
	• Pharmacy Act
	• Poisons Act
	• Medication regulations
A commitment to principles of access and equity includes:	• Creation of a client oriented culture
	• A non discriminatory approach to all people using the service, their family and friends, the general public and co workers
	• Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social
Rights include principles expressed in:	• Charters of rights
	• Outcomes standards documents
	• General human rights
	• Freedom from discrimination
	• Freedom of information
	• Outcomes standards
	• Service standards
Rights may be detailed in:	• Resident handbooks
	• Legislation
	• Industry and organisational service standards
	• Mission statements

RANGE OF VARIABLES

Rights may include:	• Privacy
	• Confidentiality
	• Common law
	• To be treated in a dignified, safe and comfortable manner
	• To express own feelings
	• Freedom of association
	• Choice to participate
	• Access to complaint mechanisms
Interests may include:	• Financial
	• Accommodation
	• Services
	• Recreation
Needs may include:	• Personal
	• Security
	• Safety
	• Recreational
	• Social
Legal responsibilities include:	• Legislation
	• Regulations
Appropriate people may include:	• Supervisors
	• Relatives
	• Colleagues
	• Health workers
	• Administrators
	• Emergency services
	• Health care services
	• Community care
	• Social services
Reporting may be:	• By telephone
	• Face to face
	• Written

RANGE OF VARIABLES

- Hand over books
- Written reports
- Incident reports
- Accident reports

*Uncharacteristic behaviours
may include:*

- Agitation
- Aggression
- Sleeplessness
- Withdrawal
- Disorientation
- Confusion

*Inappropriate behaviours are those which may put others at risk or infringe upon the rights
of others*

*Observations of situations of risk
may include:*

- Nourishment and hydration/diet (eg. Aged person not eating or drinking enough)
- Occupational health and safety (eg. Loose carpet squares, slippery bathroom floors)
- Uncharacteristic behaviour
- Memory and mental ability
- Distress
- Confusion
- Mental state
- Pain
- Sleep/rest patterns
- Self care needs
- Clothing
- Hygiene
- Health
- Skin integrity
- Substance abuse
- Crisis
- Social rights infringement
- Substance abuse
- Those needing emergency care

RANGE OF VARIABLES

Responding to situations of risk may include:	• Identifying risks
	• Providing information on risks or potential risks
	• Risk minimisation

EVIDENCE GUIDE

Critical aspects of assessment:	• Working within the aged care legal and ethical framework
	• Adheres to own role and responsibilities in aged care work environment
	• Work maintains quality of care for aged people
Interdependent assessment of units:	This unit must be assessed with all other specialisation units chosen as part of the package
Underpinning knowledge:	• Consumer needs and rights
	• Duty of care
	• Principles of client empowerment/disempowerment
	• Current issues facing clients and existing services to address their needs and rights
	• Principles and practices of confidentiality
	• Knowledge specific to working with people from culturally and linguistically diverse backgrounds
	• Organisational occupational health and safety policies and procedures
	• Organisational philosophy and guidelines
	• Rights and responsibilities of the aged person
	• Understanding of stereotypes of ageing
	• Awareness of own attitudes to ageing
	• Common health problems of the aged and their effects including dementia and sensory disability
	• Common risks to safety
	• Depending on the work role or services provided, specific knowledge of particular groups or issues may be required. See additional information for assessors (pg. 24) regarding the following:
	◊ Alcohol and other drugs
	◊ Cultural and linguistic diversity
	◊ Risk of self harm
	◊ Women
	◊ Men
	◊ Community education
	◊ Aboriginal and Torres Strait Islanders
	◊ Mental health
	• Knowledge of own role and responsibilities

EVIDENCE GUIDE

	• Knowledge of risk management strategies et infection control, pressure area management
Underpinning skills:	• Interpersonal communication with clients and other stakeholders. Communication may involve both oral and written communication skills, and will depend on the requirements to fulfil the job role as specified by the organisation/service. Language used may be English or a community language, depending on the client group.
	• Language, literacy and numeracy competence required to fulfil organisational reporting requirements and according to the literacy support available in the workplace. Reports may be verbal or written. Reporting needs may vary from a two or three sentence note on a familiar workplace situation with assistance available from a supervisor, to a complex report completed with no assistance. Language used may be English or a community language, depending on the client group
Resource implications:	• Access to appropriate workplace where assessment can take place
	• Resources available for development of language, literacy and numeracy competence as required by the organisation for workers with language, literacy and numeracy needs
Consistency in performance:	• Assessment will primarily be observations, questioning and evidence sourced from a workplace environment
	• Assessment of written skills must be based on workplace requirements
	• Assessment to be assessed over a period of time
Context of assessment:	• Assessment is recommended to be conducted in a workplace setting under the normal range of workplace conditions

UNIT CHCAD3A   **Undertake systems advocacy**

Unit Descriptor

Describes the competency required to advocate ensuring that the rights and needs of consumers and clients issues are maintained within the broader rights and needs of the general community.

ELEMENTS	PERFORMANCE CRITERIA
1. Obtain, analyse and document information relevant to the needs of clients as a community of interest within the general community	1.1 Relevant documented information about particular issues are obtained and analysed
	1.2 Relevant statistical and research data are obtained and analysed
	1.3 Consultations with consumers, carers, and other stakeholders are conducted to identify and describe issues of concern
	1.4 Other research is conducted as appropriate
	1.5 Relevant information is synthesised into forms appropriate for communicating with, and providing to, relevant agencies and stakeholders
2. Work with consumers, service users, services and other stakeholders to develop strategies to address identified needs	2.1 Close working relationships/networks are developed and maintained with relevant stakeholders
	2.2 Formal meetings, working groups and other activities are organised to develop policy statements, action plans, projects, and programs to address identified needs
	2.3 Meetings, working groups and other activities aimed at developing relevant strategies are participated in
	2.4 Strategic/action/project plans are prepared in forms that are appropriate to the needs and roles of relevant stakeholder organisations

ELEMENTS

3. Advocate for and facilitate the implementation of strategies developed to address the needs of clients with specific needs

PERFORMANCE CRITERIA

3.1 Relevant opportunities for communicating formally and informally about the needs of clients are identified and pursued

3.2 Submissions for resources to implement identified projects, action plans, etc are prepared

3.3 Relevant government policy development is participated in

3.4 Consumers and other stakeholders are worked with to implement relevant projects and action plans

3.5 Opportunities are pursued and comments provided on policy documents, legislation, project plans and other relevant documents regarding the needs of clients

RANGE STATEMENT

Relevant agencies/stakeholders include:

- Consumers and consumer organisations
- General health and welfare services
- Government departments and agencies
- Non-government organisations
- Media
- Politicians
- Commercial enterprises

Activities may be:

- Informal
- Formal

Strategies may include:

- Public meetings
- Interviews
- Questionnaires
- Monitoring trends in the general community/media towards clients
- Development of policy/issues papers
- Media management
- Public relations

EVIDENCE GUIDE

Critical aspects of assessment:	• Ability to apply high level skills (see Essential skills) when advocating or representing client issues within broad social, political and community structures
Essential knowledge:	• Structural, political and other social factors which operate to maintain discrimination against clients, consumers and service users

- Structural, political and other social factors which can be addressed to improve promotion activities, such as:
  - Gender
  - Language
  - Culture
  - Ethnicity
  - Age, and
  - Socio-economic status

- Broad knowledge of relevant range of issues affecting the client group, e.g. mental illness, alcohol and other drugs, housing, child protection, domestic violence, disability issues, gambling, etc.

- An understanding of the context and relationship of client issues to community, society and government policy

- Policies relevant to the service delivery at national, state and local level

- Relevant agencies and services which may assist in promoting and advocating

- Political lobbying processes

- Use of media for advocacy purposes

- Key stakeholders and how to access them

- Understanding of the balance between the rights of the general community and the rights of people with specific issues

- Relevant regulatory, legislative and legal requirements

- Knowledge specific to working with people from culturally and linguistically diverse backgrounds

- Knowledge specific to working with people at risk of self harm

- Knowledge specific to the client/consumer group

EVIDENCE GUIDE

Essential skills:	• Written and oral communication
	• Research and analysis
	• Consultation
	• Policy development
	• Networking
	• Strategic planning
	• Negotiation
	• Mediation
	• Lobbying
	• Representation such as:
	• Public speaking
	• Presenting at formal meetings
	• Writing
	• Presentation skills
Resource implications:	Access to a workplace or to an appropriately simulated environment where assessment can occur
Consistency in performance:	Consistency in performance should consider specific workplace and advocacy practices and requirements
Context of assessment:	This unit is best assessed on the job or in a simulated workplace under the normal range of conditions

UNIT CHCAD4A   Provide advocacy and representation

Unit Descriptor

Represent the interests of the community and/or the community services industry. Representation will include the development of community representative and industry participative roles and positions in decision making forum.

ELEMENT	PERFORMANCE CRITERIA
1. Establish the representative role and process	1.1 Role, processes and conditions of representation are identified in consultation with individuals and key groups
	1.2 The support of key people is sought
	1.3 Requirements for reporting are determined and implemented
2. Participate in decision making forums	2.1 Relevant interests and concerns to be pursued are identified in accordance with organisational priorities
	2.2 Work is undertaken to provide a framework for pursuing promotion of relevant interests
	2.3 Opportunities to reflect, promote and represent relevant interests are created and responded to routinely within work role
	2.4 The potential impact of the development and decisions is calculated and assessed in terms of objectives and priorities
	2.5 Progress and other reports and feedback are provided to key people according to organisation requirements
3. Negotiate outcomes and liaise with key people	3.1 Appropriate strategic alliances are identified and developed
	3.2 Collaborative planning and action is promoted and supported
	3.3 Potential areas of conflict are identified and strategies implemented to address them
	3.4 Purpose and objectives are clearly determined and promoted
	3.5 Appropriate work is undertaken with organising committees and board of management to maximise effectiveness

ELEMENT	**PERFORMANCE CRITERIA**
4. Evaluate effectiveness of strategies	4.1 Actual work outcomes are analysed and reported against agreed objectives
	4.2 Adjustments to strategy are implemented according to the evaluation

RANGE STATEMENT

Representative roles may include:

- Advancing the interests of the community through decision making forums
- Action taken to influence decision making processes
- Developing and promoting the interests of the community services industry in a wide range of public forums where industry may include:
    - Organisations
    - Programs
    - Services
    - Agencies
    - Industrial representatives
    - Consumers
    - Researchers
    - Training/education

Conditions of representation may include:

- Authorisation, accountability and protocol
- Consultation and delegations
- Resources
- Terms of reference
- Scope, scale and parameters
- Role of key people
- Existing community structures, systems, networks, processes
- Development of an industry position
- Requirements of industry mechanisms including:
    - Formal and informal networks
    - Advisory/steering/reference committees
    - Publications
    - Conferences/seminars
    - Training
    - Education
    - Formal representative positions

Support may be sought for:

- Development of consultation and accountability structures
- Development of industry positions

RANGE STATEMENT

Key people may include:

- Experts
- Policy/decision makers
- Resource managers
- Media
- Researchers
- Trainers
- Teachers
- Community leaders

Developments may include:

- Social/political/economic/industrial changes
- Within and outside the organisation structures
- Government policy
- Ideology
- Education
- Research findings
- Community change

Opportunities may include:

- Events
- Publicity
- Committee membership
- Public presentations
- Media
- Policy development
- Special meetings/delegations

EVIDENCE GUIDE

Critical aspects of assessment:

- Effective representation of individual and group concerns and interests within the organisation, the community and the community services industry
- Participation in a range of decision making forums

Essential knowledge:

- Social/economic/industrial policy and related theory
- Industry and government processes
- Community consultation and decision making processes
- Power structures and relationships in the community
- Community development models
- Nature and structure of the community services industry
- Social/economic/industrial legislation
- Processes and structures relevant to organisational goals and objectives or work role
- Industry culture
- Models of negotiation
- Research methods
- Models of management/leadership
- Complex cultural awareness
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:
  - Alcohol and other drugs
  - Cultural and linguistic diversity
  - Risk of self harm
  - Women
  - Men
  - Community education
  - Aboriginal and Torres Strait Islanders
- Mental health

EVIDENCE GUIDE

Essential skills:

- Research
- Negotiation
- Presentation
- Complex communication
- Strategic planning and outcomes measurement
- Consultation
- Leadership/management

Resource implications: Access to an appropriate workplace or community or to an environment where an accurate simulation can be undertaken for assessment purposes

Consistency in performance: Consistency in performance should consider the range of situations under which workers will provide advocacy and representation

Context of assessment: This unit can be assessed in the workplace, in the community or in relevant simulation

UNIT CHCAOD1C Introduction to alcohol and other drugs work

Unit Descriptor

This unit is aimed at those who may require introductory knowledge and skills to prepare them for working with clients

ELEMENTS	PERFORMANCE CRITERIA
1. Develop knowledge of the alcohol and other drugs work	1.1 Work reflects knowledge of the current issues which impact on the work area/organisation and different models of work
	1.2 In collecting information about the work role and the organisation's role, the views of key stakeholders and representatives from relevant target groups are sought and used in accordance with organisational policies and procedures
2. Demonstrate commitment to the central philosophies of the alcohol and other drugs work	2.1 Work undertaken demonstrates consideration and understanding of the essential values and philosophy of the sector
	2.2 Work in the work demonstrates a commitment to access and equity principles
	2.3 Personal values and attitudes regarding alcohol and other drugs use are identified and taken into account when implementing work activities

RANGE STATEMENT

Stakeholders and representatives may include:	• Clients
	• Friends, peers and target group
	• Families and care givers
	• Local community
	• Community organisations
	• Government representatives and service providers
	• Specialists/experts
	• Peak bodies and networks
	• Services
	• Management, colleagues, supervisor, team members
Different models of work may include:	• Community development and education
	• Case management
	• Working with families
The Essential values and philosophies may include:	• A holistic and client-centred approach – ie. Promotion of health and well being; early identification of health problems; delivery of appropriate services; commitment to meeting the needs and upholding the rights of clients; commitment to empowering the client
	• A focus on harm minimisation including harm prevention; harm reduction; and harm management
A commitment to access and equity must be demonstrated by:	A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers

EVIDENCE GUIDE

Critical aspects of assessment:	• Applying a non-judgemental approach to alcohol and other drug use • Working within the defined work role and responsibilities
Essential knowledge:	• Harm minimisation approach to work and a range of activities which support this • Holistic and client-centred care • Client needs and rights including duty of care • Principles of access and equity • Current issues facing clients • Awareness of own biases and beliefs • Limitations of work role and responsibilities
Essential skills:	• Interpersonal communication with clients and other stakeholders • Working as part of a team or as a sole worker
Interdependent assessment of units:	This unit must be assessed with all other specialisation units when chosen as part of a qualification
Resource implications:	Access to appropriate workplace where assessment can take place
Consistency in performance:	Assessment will primarily be by observation and questioning and evidence sought from the workplace environment and may be gathered over one assessment period with a single target group
Context:	• This unit may be assessed on the job or through simulation. • This unit must be assessed with all other specialisation units chosen as part of a package at a particular AQF level.

UNIT CHCAOD2C Orientation to the alcohol and other drugs sector

Unit Descriptor

This unit applies to all workers who may be working primarily with clients with AOD issues and provides a basic introduction to values, services and approaches applied to work in this sector

ELEMENTS	PERFORMANCE CRITERIA
1. Work within the context of the alcohol and other drugs sector	1.1 All work in the sector reflects consideration of the historical context of the sector
	1.2 All work reflects consideration of the changing social, political and economic context
	1.3 All work reflects consideration of the interrelationship of issues affecting clients in the Alcohol and Other Drugs sector
2. Develop knowledge of the alcohol and other drugs sector	2.1 Work undertaken demonstrates consideration and basic understanding of the Essential values and philosophy of the industry
	2.2 All work reflects basic knowledge of the current issues which impact on the sector and different models of work
	2.3 In collecting information about the alcohol and other drugs sector, the views of key stakeholders and representatives from relevant target groups are collected and used
3. Demonstrate commitment to the central philosophies of the alcohol and other drugs sector	3.1 All work undertaken demonstrates consideration and understanding of the Essential values and philosophy of the sector
	3.2 All work in the sector demonstrates a commitment to access and equity principles
	3.3 Personal values and attitudes regarding alcohol and other drugs use are identified and taken into account when planning and implementing all work activities

RANGE STATEMENT

Historical, social, political and economic context includes:	• Statutory framework within which work takes place in the sector
	• Historical context of work eg. changing attitudes to alcohol and other drugs use; changing approaches to working with clients
	• Changing social context of work eg. changing government and societal views of alcohol and other drugs use and approaches to working with clients
	• Political context eg. government policies and initiatives affecting alcohol and other drugs work including early intervention and health promotion
	• Economic context eg. the current economic situation as it relates to and affects alcohol and other drugs use and the subsequent impact on client needs
Consideration of interrelating issues affecting clients may include:	• Community development approach
	• Empowerment of the community
Stakeholders and representatives may include:	• Clients
	• Friends, peers and target group
	• Families and care givers
	• Local community
	• Community organisations
	• Government representatives and service providers
	• Specialists/experts
	• Peak bodies and networks in the sector
	• Services
	• Management, colleagues, supervisor, team members
Different modes of work in the sector may include:	• Community development and education
	• Case management
	• Working with families
The Essential values and philosophies of the sector may include:	• A holistic and client-centred approach – ie promotion of health and well being; early identification of health problems; delivery of appropriate services; commitment to meeting the needs and upholding the rights of clients; commitment to empowering the client

RANGE STATEMENT

	• A focus on harm minimisation including harm prevention; harm reduction; health promotion and harm management
A commitment to access and equity must be demonstrated by:	• A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
	• Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social etc

EVIDENCE GUIDE

Critical aspects of assessment: Application of an in depth knowledge of alcohol and other drug issues and their impact on individuals and the community

Essential knowledge:

- Harm minimisation approach to work in the sector and a range of activities which support this
- Holistic and client-centred care
- Client needs and rights including duty of care
- Principles of client and community empowerment/disempowerment
- Principles of access and equity
- Statutory framework within which work takes place
- Historical and social context as listed in the Range Statement
- Political and economic context as listed in the Range Statement including early intervention and health promotion
- Current issues facing clients and existing services to address their needs and rights
- Principles and practices of community support
- Principles and practices of ethics and values
- Principles of health promotion (as per Ottawa Charter)
- Basic pharmacology relevant to the work being undertaken by the workers - types of drugs; dose levels; effects of specific drugs; tolerance; treatment approaches broadly

Essential skills:

- Interpersonal communication with clients and other stakeholders
- Preparation of reports so that the information and organisation of information is appropriate to its purposes and audience
- Working as part of a team or as a sole worker

Interdependent assessment of units: This unit must be assessed with all other specialisation units when chosen as part of a qualification

Resource implications: Access to appropriate workplace where assessment can take place

EVIDENCE GUIDE

Consistency in performance:	• Assessment must be over a range of situations with more than one target group. It will entail observations and other workplace assessment tools
	• Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace
Context:	• This unit may be assessed on the job or through simulation.
	• This unit must be assessed with all other specialisation units chosen as part of a package at a particular AQF level.

UNIT CHCAOD7C   **Provide needle and syringe services**

Unit Descriptor

This unit applies to those specialist AOD workers who may be required to provide needle and syringe services.

ELEMENTS	PERFORMANCE CRITERIA	
1. Provide needle and syringe services	1.1	Needle and syringe service is provided in accordance with organisational and legislative requirements
	1.2	Services are provided to client in a manner consistent with organisational and legislative OHS and infection control guidelines
	1.3	All needle and syringe services are documented in accordance with organisational and legislative requirements
	1.4	Confidentiality is maintained in accordance with organisational and legislative requirements
	1.5	Safety of self and others is maximised
	1.6	Emergency assistance is sought as required
2. Provide education on safer drug use	2.1	Information on safe needle and syringe handling and drug use is provided to users of the service
	2.2	Relevant and current information on alcohol and other drugs and related issues is provided to and discussed with the client
	2.3	Harm minimisation strategies for alcohol and/or other drug use are discussed with client
	2.4	Client is assisted to contact and use other services as appropriate

RANGE STATEMENT

Relevant and current information on alcohol and other drugs issues includes:	• Drugs prevalent in the local community • Information on meeting physical, emotional, financial and social needs • Contacts for self-help groups • Resources on dependency • Resources on alcohol and other drugs issues for families or personal network • Contacts for and information on advocacy groups • Information regarding mental health and self harm • Crisis and emergency contacts
Harm minimisation strategies include:	• Abstinence, controlled drinking, safer sex, safer drug use
Emergency assistance may be from:	• Friends • Police • Other service providers

EVIDENCE GUIDE

Critical aspect of assessment:	• First aid certification or equivalent skills including cardio pulmonary resuscitation (CPR), bandaging, managing toxic substances, managing bleeding, managing broken bones, managing consciousness, managing choking and knowledge of coma positions correct interpretation of legislative requirements in the provision of needle and syringe services. Units *HLTFA1A Apply basic First Aid* and/or *HLTFA2A Apply advanced First Aid* are included as electives in AOD qualifications and depending on jurisdiction and job role may be required.
	• Clear and relevant communication of information to clients
Essential knowledge:	A basic First Aid certificate or equivalent is a requirement of this unit. This includes cardio pulmonary resuscitation (CPR), bandaging, managing toxic substances, managing bleeding, managing broken bones, managing consciousness, managing choking and knowledge of coma positions.
	• Legislative and organisational requirements for needle and syringe services
	• Legislative and organisational requirements for infection control
	• Legislative and organisational requirements for dealing with clients affected by alcohol and other drugs
	• Other agencies and services provided
	• Emergency contacts
	• Recent and relevant information on alcohol and other drugs issues
	• Strategies for self-protection including universal precautions
Essential skills:	• Conflict resolution
	• Self protection
	• Accurate record keeping
Consistency of performance:	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment

EVIDENCE GUIDE

- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Interdependent assessment of units:	*HLTFA1A Apply basic First Aid* and/or *HLTFA2A Apply advanced First Aid* may be required depending on jurisdiction and job role
Resource implications::	Resource availability for first aid certification or equivalent skills
Context of assessment:	This unit will be most appropriately assessed in the workplace or in a simulated workplace under the normal range of workplace conditions

UNIT CHCCD1B   Support community participation

Unit Descriptor

Providing a range of opportunities for community groups and individuals to participate and design cooperative arrangements for addressing common concerns.

ELEMENTS	PERFORMANCE CRITERIA
1. Work with individuals and the community to promote participation	1.1 Work is undertaken to identify key community issues to be addressed
	1.2 To address community issues planning is undertaken to ensure:
	− Appropriate policies and strategies are developed
	− Adequate resourcing is identified
	− Key people are consulted
	− Identified needs are addressed
	1.3 Processes are forward looking and proactive
	1.4 Appropriate interpersonal and networking skills are used to enlist support from key people and groups
	1.5 Opportunities are provided for community input to planning provision of services
	1.6 Community input and participation in services is guaranteed
2. Support existing community activities	2.1 Appropriate review of the relevance of existing community activities is undertaken, based on changing community needs
	2.2 Relevant support and assistance is provided to existing community activities to obtain additional resources required for effective operation
	2.3 Support is provided to community groups to monitor and evaluate processes, progress and outcomes of activities
	2.4 Appropriate support is provided to community groups to become self managing in the implementation of plans

RANGE STATEMENT

Working with the community may include activities associated with:	• Health promotion • Community service delivery • Community projects • Community development • Community action • Community planning • Consultative and planning committees • Sector development structures
Opportunities for consumers, community members and groups to participate may include:	• Systems within and outside the organisation • Activities at program, operative and management levels • Formal and informal systems • Focus groups on relevant issues • Inviting community participation on organisational committees e.g. Quality assurance committees, ethics committees • Through publications • Group facilitation • Peer education/training • Seminars and workshops
Key people may include:	• Advocacy groups • Policy and decision makers in the specific community • Individuals, groups or communities most likely to be affected by strategies or action plans • Community leaders • People with formal and informal representative roles
Strategies which the worker may develop may include:	• Development of new business, employment opportunities for individuals • Establishment of advocacy groups • Health promotion activities • Development of community facilities • Strategies to increase access to facilities, services or decision making • Providing direction, advice and information

RANGE STATEMENT

Information and resources may include:

- Equipment
- Staff skills and time
- Provision of facilities
- Educational materials
- Funding
- Skills/administrative support
- Physical, transport, venues, material, equipment
- Developmental training
- Financial

EVIDENCE GUIDE

Critical aspects of assessment:	• Candidates will need to demonstrate the capacity to undertake a range of activities to ensure appropriate participation by groups and individuals in community based activities
Essential knowledge:	• Community development methods and their principles and practices
	• Funding sources and their policies and strategies for encouraging community input and participation
	• budget and funding allocation
	• Local, state and federal strategies/legislation
	• Health promotion (as per Ottawa Charter)
Essential skills:	• Research relating to the community
	• Policy development
	• Report writing
	• Ability to evaluate effectiveness of community based activities
	• Budgeting
	• Negotiation, liaison, networking
	• Marketing
	• Facilitation
Resource implications:	Demonstration of competency will include the ability to work with key people or stakeholders in the community. Assessors should allow for access to appropriate structures, people or organisations for assessment purposes
Context of assessment:	This unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions

UNIT CHCCD2B   Provide community education projects

Unit Descriptors

Working with the community to develop and provide education projects on relevant issues.

ELEMENTS	PERFORMANCE CRITERIA
1. Develop the education project	1.1 Project plan is developed in consultation with key people and organisations and identifies priorities and desired outcomes to address issues of concerns of target group/s,
	1.2 Appropriate human, financial and physical resources are identified and secured
	1.3 Marketing materials are prepared and disseminated to target audience and others as appropriate
2. Deliver the education project	2.1 Strategies for delivery of the project are developed and implemented to ensure maximum effectiveness
	2.2 Education/resource materials appropriate to the context, issue and audience are developed and distributed
	2.3 Strategies are implemented to encourage full participation in the project and the expression of views and feelings about its process or content
	2.4 Project adjustments are made as required to meet the needs of specific groups
	2.5 Feedback on the education project or activity is sought from participants
3. Review the education project	3.1 The education project is assessed against the planned goals and objectives in accordance with organisational policies and procedures
	3.2 Outcomes of project evaluations are discussed with key people and organisations to determine future directions
	3.3 Education project outcomes are documented, and where necessary acted on in accordance with organisational procedures

RANGE STATEMENT

Education project s may include:	• Projects of varying scope and scale ranging from state wide initiatives, to specific activities
	− A single event, such as an information stall in a shopping centre
	− A multi session education and skill development project
	− A complex, large scale series of activities that incorporates diverse but coordinated elements, such as a statewide education campaign involving mass media information
Key people and organisations may include:	• Target group • Other relevant organisations • Funding bodies • Community support groups • The media
Resources may include:	• Equipment • Staff skills • Time • Space • Venue • Educational materials • Funding
Marketing materials must be:	• Culturally appropriate
Assessment and evaluation of the education project may include:	• Use of feedback material • Discussions with stakeholders, organisations and other participants • Discussion with colleagues

EVIDENCE GUIDE

Critical aspects of assessment:	• Matching education activities with community needs and priorities • Collaboration and consultation with key people and organisations • Delivering high quality innovative educational projects
Essential knowledge:	• Needs assessment and analysis • Goals and objectives for project selected • Resource availability for particular projects • Strategies and actions needed to achieve goals • Organisational policies and procedures for dealing with the media • Accountability requirements • Resources and support within the community • Government funding policies • Knowledge of local area • Relevant local, state and federal strategies
Essential skills:	• Liaison and networking • Communication • Research skills • Time management • Budgeting • Report writing • Evaluation • Presentation • Marketing and promotion • Negotiation
Resource implications:	Access to appropriate resources for developing, delivering and evaluating community education projects (or access to an appropriately simulated environment)
Consistency in performance:	Consistency in performance should consider the organisational and individual context within which work takes place

EVIDENCE GUIDE

Context of assessment: This unit may be assessed on the job using appropriate
relevant materials and examples or through an
appropriately simulated environment

UNIT CHCCD5C   **Develop community resources**

Unit Descriptor

Working with the community to develop relevant and effective resources to engender community support for initiatives aimed at specific groups.

ELEMENTS	PERFORMANCE CRITERIA
1. Assess community resource requirements	1.1 Resource requirements are identified through consultation with networks and key people and organisations
	1.2 Existing community resources available are researched and assessed for their capacity to meet needs of the group
	1.3 Strategies are developed to address gaps in available resources
2. Develop and acquire resources	2.1 Strategies for the provision of resources are developed to assist in meeting organisational objectives within funding considerations
	2.2 Resources are developed in consultation with key people
	2.3 All relevant processes and procedures are followed to ensure endorsement and guarantee implementation
3. Facilitate community access to resources	3.1 Availability of resources are publicised to target group, key people and organisations to encourage participation in activities
	3.2 Resources are made available to all users as required in accordance with organisational procedures
	3.3 Resources are reviewed regularly to ensure usefulness and currency

RANGE STATEMENT

Key people and organisations may include:	• Government and non government organisations
	• The service's networks
	• Staff
	• Committee of management
	• Specialist organisations
Sources for addressing resource gaps may include:	• External grants
	• Commercial fund raising
	• Internal allocations
	• Other services/agencies
	• Donations
	• Exchanges
	• Sharing
Strategies for addressing resource gaps may include:	• Grant submissions
	• Commercial enterprise
	• Fee for service
	• Internal reallocation
	• Internal cross subsidies
	• Sponsorship/donations
	• Exchanges/sharing/pooling
Resources may include:	• Information
	• Education
	• Databases
	• Library (paper based or electronic)
	• Finances
	• Equipment and materials
	• Skills and expertise
	• Capital assets
	• Technology

EVIDENCE GUIDE

Critical aspects of assessment:	• Ability to identify community needs and match a range of appropriate resources to meet those needs
	• Capacity to operate within specific communities or across a number of groups
Essential knowledge	• A range of systems that can be used to obtain, store and record information
	• A range of resource media
	• resourcing policies and procedures
	• Key people and organisations
	• Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including alcohol and other drugs
	− Cultural and linguistic diversity
	− Risk of self harm
	− Women
	− Men
	− Community education
	− Aboriginal and Torres Strait Islanders
	− Mental health
Essential skills:	• Basic project management
	• Networking
	• Information management
	• Information presentation
	• Negotiation techniques
	• Design and preparation of materials including relevant information technology

EVIDENCE GUIDE

Resource implications: Access to an appropriate workplace or community or accurately simulated environment

Consistency in performance: Consistency in performance may be based on evidence from previous demonstration of competency, however assessors should consider particular community resource development needs if assessment occurs in the workplace

Context of assessment   This unit should be assessed on the job or through simulation

UNIT CHCCD6B   **Establish and develop community organisations**

Unit Descriptor

Work with the community to establish new organisations and networks.

ELEMENTS	PERFORMANCE CRITERIA
1. Establish the need, purpose and philosophy for the organisation	1.1 The need, purpose and philosophy for establishment of a new organisation is identified and assessed in consultation with relevant stakeholders for the organisation
	1.2 Negotiations are carried out in a way which generates support for the needs and rights of the target group and which takes account of the relevant viewpoints and perspectives
	1.3 All establishment work is based on defined community development method
	1.4 Goals and objectives consistent with the purpose and philosophy of the organisation are clarified and negotiated with key stakeholders
2. Review and develop organisational structures	2.1 The proposed purpose, scope, impact and process for change are identified and assessed, for incorporation in planning
	2.2 Appropriate reporting on all aspects of the proposed plan is prepared and submitted for approval by the decision makers
	2.3 Appropriate consultation is undertaken to ensure all stakeholders play a major role throughout the restructure process
	2.4 Relevant organisations and stakeholders consulted about proposed structural changes and where appropriate arrangements are made for consultation throughout the process
	2.5 The strengths and weaknesses of a range of potential forms and models of organisations are assessed
	2.6 An appropriate structure consistent with the purpose, philosophy and roles of the organisation, and which meet industrial, legal and policy requirements is developed
	2.7 Appropriate mechanisms are established to oversight the task

ELEMENTS	PERFORMANCE CRITERIA
	2.8 Ongoing advice is provided to decision makers as required on all aspects of the proposed changes and implementation strategy
	2.9 Restructure is implemented in line with the approved strategy
3. Meet legal requirements to establish or develop the organisation	3.1 Legal requirements to establish the organisation are identified and adhered to
	3.2 Records required to meet legal requirements are prepared, authorised and handled appropriately
4. Market and promote the organisation changes	4.1 The benefits of the new organisation or organisational changes are promoted to stakeholders, target groups and within the organisation to ensure maximum effectiveness
	4.2 Appropriate evaluation and monitoring processes are implemented to ensure maximum effectiveness of the changes

RANGE STATEMENT

Stakeholders may include:
- Individuals
- Families and care givers
- Members of the local community (including residents, businesses, workers, representatives such as councillors or politicians)
- Community groups (including services, interest groups, cultural groups, churches, clubs and associations)
- Government at local, state and national levels in both parliamentary, representative and bureaucratic officer levels
- Government departments, agencies and service (including human services public utilities, police)
- Political parties
- Other community services including workers, management and networks of services)
- Unions
- Employers and employer groups
- Relevant peak bodies and networks
- Education and training providers
- Experts on the subject, issue, situation or service

Organisations may include:
- Specific organisations, services or programs
- Government or non government organisations
- Units or branches within larger organisations
- Community services/organisations which provide services to young people as one of their target groups

Resources may include:
- Funding
- Paid/unpaid workers
- Specialists
- Referral networks
- Venues, facilities, equipment

Submissions seeking resources may be:
- Direct negotiation with sources
- Written
- Competitive tenders
- Expressions of interest

RANGE STATEMENT

Funding sources may include:

- Government (local, state and federal)
- Philanthropic agencies
- Private business and sponsorship
- Bequests, donations and other private grants
- Money raised by fundraising events
- Sale of resources
- Fees for services

Activities, programs, projects and strategies are implemented within requirements and guidelines established by:

- Legislation relating to occupational health and safety, access and equity, equal opportunities, industrial relations, corporate affairs and incorporation
- Organisation constitution, policies, guidelines and procedures
- Contracts
- Relevant legislation
- Duty of care, codes of professional conduct/ethics

Communication media for promotion purposes may include:

- Informal word of mouth networking
- Public presentations
- Conferences, forums and seminars
- Letters
- Fliers, brochures and other written advertisements
- Reports and discussion papers
- Posters and other artwork
- Audio visual advertisements/presentations/interviews
- Performing arts pieces
- Media interviews, press release

EVIDENCE GUIDE

Critical aspects of assessment:	• Effective collaboration with communities and key stakeholders to achieve an agreed outcome
	• Establishment and development of community organisations based on identified community needs, community development methodologies and in accordance with current accepted best practice

Essential knowledge:

- Consultation and research methodologies
- Community development principles
- Organisational design and management principles
- Community services and health networks and stakeholders
- Funding sources
- Principles of project management
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:
  - Alcohol and other drugs
  - Cultural and linguistic diversity
  - Risk of self harm
  - Women
  - Men
  - Community education
  - Aboriginal and Torres Strait Islanders
  - Mental health

Essential skills:

- Research and analysis
- Negotiation
- Complex communication skills including submission writing
- Strategic organisational planning
- Publicity, marketing, public relations and promotion
- Networking
- Financial analysis and management
- Program review and planning

Resource implications:	Access to an appropriate workplace or community or to an appropriately simulated environment

EVIDENCE GUIDE

Consistency in performance:	Consistency in performance should be based on requirements for the establishment and development of community organisations in specific circumstances
Context of assessment:	This unit should be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions

UNIT CHCCD7B **Support community resources**

Unit Descriptor

This unit applies to the work performed in providing and maintaining support to community groups.

ELEMENT	PERFORMANCE CRITERIA	
1. Develop an information base	1.1	Relevant information about the community, its organisations and services is collected and stored according to the organisational practices so ongoing work is facilitated
	1.2	A current directory of community resources is maintained so it is useable and accessible
2. Establish relationship with key people	2.1	Appropriate contact is established and maintained with key people using a range of communication strategies to ensure that the outcomes from work in the community is maximised
	2.2	The roles and responsibilities of key people and services are defined so that work is effective and coordinated
3. Apply strategies for linking people	3.1	Appropriate work is undertaken to create opportunities to develop supportive connections between key people including arranging and conducting meetings
	3.2	Obstacles to effective contact between people are identified and appropriate strategies are developed to overcome these
	3.3	Appropriate levels of ongoing support is provided to promote community interaction
4. Maintain community facilities and resources	4.1	All relevant records are maintained and made available as required to facilitate community interaction
	4.2	Appropriate work is undertaken to ensure that maintenance of community resources is carried out according to agreed procedures and budget allocations
	4.3	Appropriate action is taken to ensure public and communal areas are accessible and meet community needs

RANGE STATEMENT

Community may include:	• Individuals and groups defined by organisation programs and services • Other agencies providing services to individuals and groups • People with specified needs and interests • People using the organisation's services/programs
Relevant information about the community may include:	• Composition and social/cultural profile • Cultural characteristics • Scope defined by organisation's objectives and priorities • Size • Nature and history of issues and interests • Range and nature of other services • Existing practice, process and protocol
Information about the community may include:	• Data base of key people • Details of other services/agencies • Networks, support systems, groups • Resources • Protocols for communication
Key people may include:	• People with an interest in the purpose of the organisation • Designated groups in the community • Community leaders, representatives • Other providers • People using the services of the organisation • Specialist providers
Communication strategies may include:	• Attending meetings, groups, shift hand over etc. • Phone contact • Sharing information • Information newsletter

RANGE STATEMENT

Resources may include:	• Premises, grounds, accommodation, workplaces
	• Purpose designed and provided for the community or workplace
	• Exclusive use, ownership or shared
	• Equipment and materials
	• Information
	• Personnel
	• Financial
Organisation's procedures may include:	• Formally documented policies, guidelines, delegations, philosophy
	• Direction through supervision
	• Management decisions, directives
	• Information, data collection, proforma, reporting requirements
	• Formal and informal negotiated agreements

EVIDENCE GUIDE

Critical aspects of assessment:
- Provision of a range of types of support to communities according to organisational procedures
- Ability to communicate with a range of people in the community
- Ability to maintain and access effective networks which contribute to the achievement of objectives
- Capacity to motivate individuals and groups to work cooperatively to address common concerns

Essential knowledge:
- Nature of the community and significant relationships and resources including cultural
- Organisation's policies and program/service objectives
- Relevant agencies programs and criteria
- Communication strategies
- Principles of social organisation and structures
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:
  - Alcohol and other drugs
  - Cultural and linguistic diversity
  - Risk of self harm
  - Women
  - Men
  - Community education
  - Aboriginal and Torres Strait Islanders
  - Mental health

Essential skills:
- Oral communication competence required. Assessors should look for the ability to ask questions, listen to information, and seek clarification. Language used may be English or a community language
- Reading competence required if worker is using pamphlets or written information, to determine if an organisation or service is relevant to a particular group. Information may be written in English or a community language

EVIDENCE GUIDE

- Writing skills will be needed if organisations require a written list of community facilities and resources. Assessors should look at documentation that is required by the organisation. Reports and documentation may be required in English or a community language depending on the group. (Note: some organisations may require computer skills if documentation is electronically stored)

Resource implications:	Access to a workplace or community or an environment that effectively simulates workplace or community conditions.

Consistency in performance may include workers ability to:

- Describe, with supportive evidence, the nature and structure of the designated community
- Describe the structure of the designated community in terms of general concepts of social organisation and structures
- Demonstrate a range of strategies for making contact with and linking people
- Define own role as worker within the community
- Use of available technology for record keeping

Context of assessment:	Worker can be assessed on the job or by simulation. Community is designated by organisation policy

UNIT CHCCD8B   Support community action

Unit Descriptor

Supporting the community to represent their own needs through social and public action.

ELEMENTS	PERFORMANCE CRITERIA
1. Respond to community needs	1.1 Appropriate opportunities are planned and implemented so that people in the community can promote their issues
	1.2 A range of forms of consultation and research methods are identified and clarified
	1.3 Strategies for meeting community needs are identified, developed and agreed with key people
2. Support identified community needs	2.1 A range of mechanisms and actions to address community needs are assessed for application
	2.2 Relevance and appropriateness to meet community needs
	2.3 Resources required are calculated and assessed for availability and appropriateness and where possible, provided
	2.4 Appropriate work is undertaken to ensure that resourcing to meet community needs is provided and made available
3. Evaluate effectiveness of community action	3.1 The effectiveness of activities is evaluated using accepted strategies and mechanisms
	3.2 Progress of strategies are reviewed with key people and required changes are negotiated and implemented
	3.3 Outcomes of evaluations are documented and reported to key people

RANGE STATEMENT

Actions for the support of community needs may include:

- Strategies to change, promote or protect existing social structures, services, resources
- Initiatives by the community and undertaken by the community and/or agencies
- Initiatives undertaken by the organisation and supported by the community and/or agencies
- Routinely planned and specific/occasional actions
- General and specially targeted
- Social action
- Promotion

Mechanisms may include:

- Structures
- Processes/protocol
- Consultation, participation , accountability
- Review, evaluation
- Existing and specially created
- Community development strategies

Resources may include:

- Those of the organisation
- Those acquired from other agencies
- System support/administration/policy
- Material/financial/facilities/equipment
- Developmental/information/training
- Information technology

EVIDENCE GUIDE

Critical aspects of assessment:	• Supporting communities to identify their rights and represent their own needs through social and public action
	• Motivating individuals and groups to work cooperatively

Essential knowledge:	• Social structures and systems in the community
	• Complex cultural awareness
	• Components of strategic planning
	• Decision making systems and leadership
	• Community development principles relevant to social action and public processes
	• Current social policy and its implementation programs
	• Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:

- Alcohol and other drugs
- Cultural and linguistic diversity
- Risk of self harm
- Women
- Men
- Community education
- Aboriginal and Torres Strait Islanders
- Mental health

Essential skills:	• Evaluation methods
	• Research methods
	• Marketing and promotion
	• Negotiation

Resource implications:	Access to a workplace or community or an appropriately simulated environment

Consistency in performance:	Consistency in performance should consider specific needs of the community and how community action can support these needs

EVIDENCE GUIDE

Context of assessment: This unit can be assessed in the workplace, in the community or in relevant simulations

UNIT CHCCD9B   **Support community leadership**

Unit Descriptor

Designing, providing and promoting a supporting structure and environment to enable effective and viable leadership to be provided within the community.

ELEMENTS	PERFORMANCE CRITERIA
1. Develop and maintain support mechanisms	1.1 A range of support mechanisms are designed to enable the identification of the role, responsibilities, context and accountability of community leadership
	1.2 Factors which might have an impact on the effectiveness of community leadership are identified and addressed
	1.3 Resources required to support community leadership development are included in resource allocations
2. Promote community leadership	2.1 Opportunities to routinely promote the importance of community leadership are created and responded to
	2.2 The defined role and importance of community leadership is reflected in the development of structures, processes and practice
3. Develop leadership skills	3.1 Learning programs designed to develop leadership skills are designed and provided
	3.2 A range of activities are implemented to assist the development of community leadership
	3.3 Individuals are provided with structured and supported opportunities to experience leadership
	3.4 The expertise, skills and contributions of the community to leadership are identified and acknowledged

RANGE STATEMENT

Community leadership may include:	• Individuals acting in a formal representative role • Elected management committees • Formally constituted groups/steering committees/reference groups • Key people with recognised influence
Support mechanisms may include:	• Resources • Information/training development • Recruitment and selection of leaders and managers • Networks • Groups • Practice frameworks • Individual and ongoing support • Procedures for identifying potential community leaders
Organisational structures may include:	• Management • Consultations • Accountability • Decision making • Advisory systems • Policy, guidelines, objectives and principles • Resources

EVIDENCE GUIDE

Critical aspects of assessment:	• Identification and development of opportunities for leadership within the community
	• Providing support for leadership structures and the development of individuals
Essential knowledge:	• Community development principles and strategies
	• Concepts of effective leadership
	• Structure and nature of the community
	• Significant cultural awareness, practices and protocol
	• Availability of skills development training
	• Support mechanisms and structures in the range of relevant communities and cultural contexts
Essential skills:	• Negotiation, liaison, networking
	• Facilitation
Resource implications	Access to a workplace or community or to an effectively simulated environment
Consistency in performance:	Consistency in performance should consider the range of situations in which workers will be supporting community leadership
Context of assessment:	This unit will be best assessed in the workplace or in a environment that simulates the normal range of workplace conditions

UNIT CHCCD12D   Apply a community development framework

Unit Descriptor

This unit reflects skills and knowledge required for working within a community development framework. A community development framework may include of a range of methods designed to strengthen and develop communities by enhancing individual and group capacity to confidently engage with community structures and to address problems and issues.

Application of a community development framework may be undertaken within the scope of or in conjunction with a range of work roles/areas in the community services industry including specific areas of service delivery, community education activities and working with groups to address issues.

ELEMENT	PERFORMANCE CRITERIA
1. Operate within a community development framework	1.1 Work undertaken reflects a current working knowledge and understanding of community development vision and mission
	1.2 Work reflects a commitment to empowering communities to resolve their issues through enhancing skills, accessing appropriate support and working with others in the community who share concerns and issues
	1.3 Work is based on a demonstrated understanding of the interrelationships of the needs and rights of the individual, the family, the community and society
	1.4 Work reflects a demonstrated understanding of the impact of current and changing social, political and economic contexts
	1.5 Work undertaken in the industry reflects an application of:
	– Accepted standards of ethical practice
	– The principles of social justice, human rights, anti discrimination and confidentiality
	– Practices to address cross cultural issues
	– Relevant occupational health and safety and equal employment opportunity principles and practices
	– Practices which protect confidentiality
	– The impact of worker's own value base and values within a community development framework

ELEMENT	PERFORMANCE CRITERIA
2. Work with groups to achieve community development outcomes	2.1 Details of relevant group issues are identified
	2.2 Relevant approaches to working with groups are assessed in order to ensure needs are met
	2.3 Relevant community structures are identified and utilised to maximise outcomes for groups
	2.4 Advice and information is provided to groups and individuals as required to ensure they are fully informed about relevant issues and opportunities
3. Address individual issues arising when working within a community development framework	3.1 Appropriate interpersonal skills are employed to provide a first point of contact where individual stories are heard and understood
	3.2 The capacity to address identified individual issues is assessed
	3.3 Appropriate referrals are provided both within and outside the organisation to ensure individual issues will be addressed
	3.4 Relevant facilitation skills are employed to assist individuals to identify the most appropriate course of action to ensure their issues are addressed
	3.5 All work reflects knowledge and understanding of the impact of applying different methods to address individual issues and meeting duty of care
4. Work effectively with diversity in the community	4.1 All work reflects the application of processes which aim to minimise the impact of own personal biases and experiences
	4.2 All work reflects respect and understanding of individual differences
	4.3 All work reflects recognition of the positive contribution of diversity in the community
	4.4 Work processes are adapted as appropriate to meet the specific cultural and linguistic needs of individuals

RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

Work in the industry includes:	• Voluntary • Paid work
Ethical practices include those relating to:	• Professional relationships • Financial management • Information collection, storage and dissemination • Operation of community and other organisations
Working with groups to achieve community development outcomes may include engagement with various structures and patterns of work undertaken by practitioners and community members including:	• Community service delivery • Community projects • Community development • Community action • Community planning • Consultative and planning committees • Sector development structures
Appropriate course of action include:	• A public response/meeting • Group action • Conducting a specific project • Development of a program • Establishment of organisational arrangements
Community development outcomes may include:	• Building capacity to solve problems in the community and to strengthen community structures • Increased community self confidence in public activity • Increased capacity of groups and individuals to engage with community structures

RANGE STATEMENT

Areas of difference and diversity include:

- Language
- Culture and cultural practices relating to:
    - Religion/spiritual observances
    - Family relationships
    - Status/protocol
    - Ceremonies/celebrations
    - Prohibition/taboos
- Social, economic, physical and health issues

EVIDENCE GUIDE

Critical aspects of assessment must include:	• Candidate must demonstrate the application of community development theories and practices to all aspects of work
	• Being able to elicit a story from individuals, to test common understandings and to facilitate agreement on actions to be followed based on information and assistance provided by the worker
	• Ability to review and modify own work practice within a community development framework
Concurrent assessment and relationship with other units:	This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
Essential knowledge must include:	• The historical, social, legislative, statutory, political, economic and cultural context of work in the industry
	• Philosophy and accepted practices of work
	• Own biases and personal history related to work area
	• Strategies for addressing individual differences
	• Principles and practices of a community development work
	• Work models
	• Knowledge of relevant issues specific to communities
Essential skills must include:	• Communication and interpersonal skills relevant to work area
	• Use of appropriate personal authority and influence to enhance work role
	• Analysis and assessment
	• Relevant literacy standards and skills to meet reporting requirements of work area
	• Reflective listening
	• Referral
Resource implications:	Access to a workplace or to an environment that accurately simulates the workplace

EVIDENCE GUIDE

Method of assessment:
- Observation of work activities
- Observation of simulation and/or role play
- Written tasks
- relevant formal and informal education/training courses
- Case studies and scenarios
- Interviews/Questioning
- Role plays

Consistency in performance: It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations

Context of assessment: This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

UNIT CHCCD13C   Work within specific communities

Unit Descriptor
Working with individuals or groups in specific communities.

ELEMENTS	PERFORMANCE CRITERIA
1. Define the issues of specific communities or groups	1.1 The details of individual and group issues of the specific community are identified through appropriate research and consultation
	1.2 The values and structures of the community as they impact on individuals and groups are identified
	1.3 Preferred means of dealing with individuals and groups from specific communities are identified by appropriate research and consultation
2. Undertake relevant work in the context of specific communities or groups	2.1 The values, issues and structures within specific communities are used to define the ways of working
	2.2 Relevant community structures are identified and utilised to maximise outcomes for individuals and groups
	2.3 Work within communities is consistent with defined job role and agreed protocols
	2.4 Interpersonal skills are utilised which are consistent with community practices and standards
3. Evaluate work undertaken within specific communities	3.1 Appropriate evaluation of work is undertaken in consultation with relevant community stakeholders
	3.2 Work within communities is monitored to ensure reflection of relevant values and structures
	3.3 Evaluation ensures responsiveness to community needs and issues

RANGE STATEMENT

Issues within specific communities may relate to:	• Cultural and linguistic diversity
	• Risk of self harm
	• Mental health
	• Gender
	• Sexuality
	• Age
	• General health
	• Alcohol and other drugs abuse
	• Disability
	• Location eg. urban, rural and remote
	• Income
	• Family systems
	• Religion

Work may relate to:	• Specific groups, issues or communities eg. health issues of young people from particular cultural backgrounds and/or geographic areas
	• Research activities
	• Policy development
	• Advocacy
	• Referrals
	• Project development and implementation
	• Project design and implementation

Context of work may include:	• Social, political and economic issues impacting upon specific communities and groups
	• Models of community development
	• Legislative and statutory frameworks

Values and structures may include:	• Cultural preference and mores of specific groups eg: religious/spiritual observances
	• Language
	• Family relationships
	• Status/protocol
	• Ceremonies/celebrations
	• Prohibitions/taboos

EVIDENCE GUIDE

Critical aspects of assessment:	The candidate must demonstrate the capacity to work effectively with a specific group, validated by community acceptance and the impact of work undertaken

Essential knowledge:

- Composition of specific community and group structures, practices and values
- Specific communication protocols and practices
- Social, political, cultural, historical issues that affect or are relevant to specific communities and groups
- Relevant networks, people, stakeholders
- Culture and diversity
- Models of society
- Critique of socialisation theory
- Family, power
- Understanding of deviance
- Identity theories
- Specific knowledge areas may include aging, youth women, health, housing, environment, multiculturalism, family violence etc

Essential skills:

- Consultation
- Facilitation
- Research
- High level interpersonal

Resource implications:	Access to a workplace or to an environment that accurately simulates the workplace
Consistency in performance:	The candidate must be able to demonstrate competence in working with at least one group or community over a number of assessment situations and through a number of assessment tools including observation, reports from supervisors or other key people and confirmation from key community leaders
Context of assessment:	This unit may be assessed on the job using appropriate relevant materials and examples or through simulation

UNIT CHCCD14B Implement a community development strategy

Unit Descriptor

Working with individuals and in the community to facilitate public awareness and resolution of issues.

ELEMENTS	PERFORMANCE CRITERIA	
1. Work with individuals to identify issues	1.1	Appropriate interpersonal skills are used routinely with individuals to ensure that their story is heard and understood and to test that there is common understanding
	1.2	Responses to individual concerns are responded to in a manner which shows respect and a commitment to assist in the resolution of individual concerns
	1.3	Appropriate referrals are provided to assist resolution of other personal issues
	1.4	Appropriate facilitation is provided to seek agreement on how to proceed so individual issues will be resolved
	1.5	Barriers to moving private concerns into public action are identified and addressed
2. Work with individuals and groups to establish cooperative processes	2.1	Assessment is undertaken of relevant models of work to ensure individual and group needs will be met
	2.2	Appropriate work is undertaken to identify and establish mechanisms and actions to address common issues
	2.3	A range of opportunities is organised to gain community participation including through organisation of public meetings
	2.4	Appropriate work is undertaken with the group to facilitate the development of common goals and coordinated strategies so their issues will be addressed
	2.5	A range of appropriate interpersonal skills are employed to motivate the group to work cooperatively
	2.6	Work is undertaken to involve key people in planning, implementing and evaluating strategies for community involvement
	2.7	Advice and information is provided to the group as required to ensure they are fully informed about relevant issues and opportunities

ELEMENTS	PERFORMANCE CRITERIA
	2.8 All reporting requirements are met in accordance with organisational procedures
3. Support group processes	3.1 Available resources are identified and accessed to ensure success of group /community meetings and other cooperative processes
	3.2 Appropriate work is undertaken to implement operational arrangements which will facilitate groups meetings and enhance outcomes
	3.3 Appropriate levels of support within the defined work role is provided to maintain group processes and to facilitate achievement of identified outcomes by the group
	3.4 Work is undertaken to ensure that feedback on the effectiveness of group processes is collected and provided to the group to enable improvement and change as required
	3.5 Assistance is provided to the group to access additional assistance and resources as required

RANGE STATEMENT

Referrals may be:	• Both inside and outside the organisation
	• To other workers, service providers or organisations
	• To specialist services
Issues and concerns may include:	• Employment
	• Housing
	• Financial support
	• Access to education and training
	• Health
	• Child care
	• Community issues such as domestic violence, aged care, disability services, etc
Operational arrangements include:	• Legal framework for operation
	• Funding arrangements
	• Models for operation
	• Decision making arrangements
	• Baby sitting
	• Vouchers
	• Location
	• Location
	• Advertising/promotion
Opportunities for groups to participate include:	• Activities at service delivery, program, operative and management levels
	• Formal and informal systems
	• Promotion
	• Support meeting
	• Focus groups on relevant issues
	• Community meetings
Key people may include:	• Advocacy groups
	• Policy and decision makers in the specific community
	• Individuals, groups or communities most likely to be affected by strategies or action plans

RANGE STATEMENT

- Community leaders
- People with formal and informal representative roles
- Community elders
- Council members

Working with individuals and groups to achieve community development outcomes may include engagement with various structures and patterns of work undertaken by practitioners and community members including:

- Community service delivery
- Community projects
- Community development
- Community action
- Community planning
- Consultative and planning committees
- Sector development structures

Strategies may include:

- Establishment of advocacy groups
- Promotion activities
- Development of community facilities
- Increasing access to facilities, services or decision making
- Lobbying

Resources may include:

- Skills/administrative support
- Physical, transport, venues, material, equipment
- Provision of training
- Financial
- Equipment
- Staff skills and time
- Provision of facilities
- Educational materials
- Funding
- Personnel

EVIDENCE GUIDE

Critical aspects of assessment:	• Capacity to identify individual concerns and translate them into public issues by facilitating individual awareness of issues which may be common to the group and to assist establishment of access to group processes
	• Development and maintenance of public processes to address common issues
	• Ability to work with key people or stakeholders in the community
Essential knowledge:	• Community development principles and practices
	• The community profile
	• Funding sources and their policies and strategies for encouraging community input and participation
	• Relevant local, state and federal strategies/legislation
	• Community processes and protocols
	• Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including (see additional information on page 24):
	− Alcohol and other drugs
	− Cultural and linguistic diversity
	− Risk of self harm
	− Women
	− Men
	− Community education
	− Aboriginal and Torres Strait Islanders
	− Mental health
Essential skills:	• Research
	• Project/program evaluation
	• Budgeting
	• Negotiation, liaison, networking
	• Group facilitation

EVIDENCE GUIDE

Resource implications: Assessors should allow for access to appropriate structures, people or organisations for assessment purposes

Context of assessment: This unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions

UNIT CHCCD19A   **Establish and maintain community, government and business partnerships**

UNIT DESCRIPTOR

This unit describes the knowledge and skills required by members of a community group to define, establish and maintain partnerships across sectors to develop community capacity

ELEMENT	PERFORMANCE CRITERIA	
1. Define opportunities for specific partnerships	1.1	Opportunities for contribution to service delivery are established
	1.2	Consultation *on the types of partnerships* to meet service delivery opportunities is carried out within the organisation
	1.3	Possible benefits to potential partners are identified
	1.4	Key stakeholders are invited to comment and contribute to on both opportunities and partnership type
2. Develop a framework for the partnership	2.1	Desired *partnership types* and *partnership opportunities* are promoted
	2.2	A policy is developed on the types of organisations acceptable to partner with
	2.3	Specific organisations are identified as suitable to approach
	2.4	A targeted partnership proposal is developed for each organisation to be approached
	2.5	Potential partners are consulted to develop *frameworks* that will meet the needs of all partners
	2.6	Selected partners establish the *characteristics* of the partnership
	2.7	The partnership characteristics including structure, scale, roles, goals and time frames are agreed to with the *confirmed partners*
	2.8	*Measures for success* are developed and communicated to stakeholders
	2.9	An agreed exit strategy is defined

ELEMENT	PERFORMANCE CRITERIA
3. Maintain the partnership	3.1 The partnership is promoted in the agreed manner
	3.2 Regular communication and review is undertaken with all partners
	3.3 Challenges facing the partnership are identified, monitored and reviewed.
	3.4 *Opportunities for learning* from the partnership are sought, communicated, documented and reviewed
	3.5 Transparency of agendas is maintained
	3.6 Agreed measurement systems are maintained
4. Evaluate the effectiveness of the partnership	4.1 The flexibility and appropriateness of responses to challenges facing the partnership is evaluated
	4.2 Performance against agreed measures is evaluated and communicated
	4.3 Capability to implement the exit strategy is monitored, reviewed and communicated to stakeholders

RANGE STATEMENT

Types of partnerships:	Partnerships may be between organisations across sectors and may be based on philanthropy, or a combination of resources to achieve common goals in developing community capacity
Partnership opportunities:	Partnership opportunities are developed by the partners to meet both their needs and the various needs of the communities that they are part of
Frameworks:	The framework describes the structure policy and processes of the partnership to best meet stakeholder needs
Measures for success:	Measures of success refer to the quantifiable and qualitative goals that the partnership has developed to indicate that its purposes are being achieved
Opportunities for learning:	Practices of reflection throughout the workings of the partnership to seek opportunities for improvement
Agreed measurement systems refers to:	The process of measuring the identified success criteria

EVIDENCE GUIDE

Critical aspects of assessment must include:	• Strategic communication skills
	• Conflict resolution
	• Strategic planning, including developing objectives, strategies and relevant budgets
	• Partnership proposal development
	• Demonstration of ability to identify benefits to potential partners.
Essential knowledge required includes:	• Understanding of the mission, values and culture of the organisations targeted for and within the partnership
	• Understanding of the needs of the organisation
	• Clarity of 'chain of command' – who will drive the partnership and how it relates to decision making in the organisations
Essential skills required include:	• General research skills
	• Interview techniques
	• Report writing
Resource implications:	• Access to appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
	• Access to equipment and resources normally used in the workplace
	• Time – good relationships take time.
Method of assessment:	• Observations
	• Questioning
	• Evidence gathered from the workplace environment and presented as a portfolio
	• Demonstration over a period of time to ensure consistency of performance
	• Assessment of a partnership proposal written for a specific partner

EVIDENCE GUIDE

Consistency in performance:	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment
	• Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace
Context of assessment:	• Competency must be demonstrated in a real work environment
	• In cases where the learner does not have the opportunity to cover all categories of the Range Statement 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

UNIT CHCCH1C   Orientation to work in social housing

Unit Descriptor

This unit aims to describe the context within which social housing work occurs.

ELEMENTS	PERFORMANCE CRITERIA
1. Work within the context of the social housing sector	1.1 The role of social housing sector is understood
	1.2 All work in the sector reflects consideration of the historical context of the sector
	1.3 All work reflects consideration of the changing social, political and economic context
2. Develop knowledge of the social housing sector	2.1 All work reflects the knowledge of the current issues which impact on the sector and different models of work
	2.2 In collecting information about the social housing sector, the views of key stakeholders and representatives from relevant target groups are collected and used
3. Demonstrate commitment to the central philosophies of the social housing sector	3.1 All work undertaken demonstrates consideration and understanding of the underpinning values and philosophy of the sector
	3.2 All work in the sector demonstrates a commitment to access and equity principles
	3.3 Where appropriate, clients participate in all aspects of service planning and support activities as required
	3.4 Personal values and attitudes regarding social housing are identified and taken into account when planning and implementing all work activities

RANGE STATEMENT

Context includes:	• Statutory framework within which work takes place
	• Historical context of work eg. changing role of social housing in the overall context of housing provision; changing approaches to working with clients/service users/members/tenants
	• Changing social context of work eg. consumer centred approach, changing government and societal views of not-for-profit housing, approaches to working with clients/service users/members/tenants
	• Political context eg. government policies and initiatives affecting social housing work
	• Economic context eg. the current economic situation as it relates to and affects social housing and the subsequent impact on client needs
Different models of work in the sector may include:	• Housing management
	• Tenancy management
	• Tenancy support
	• Tenancy advice/advocacy
	• Community development and education
	• Case management
Stakeholders and representatives may include:	• Consumers/service users/clients/members/tenants
	• Local community
	• Community organisations
	• Government representatives and service providers
	• Peak bodies and networks in the sector
	• Management, colleagues, team members
The underpinning values and philosophies of the sector may include:	• A social justice perspective
	• Community development approach
	• Housing as a right not a privilege
	• A holistic and consumer-centred approach
	• Commitment to meeting the needs and upholding the rights of consumers
	• Commitment to empowering the consumer

RANGE STATEMENT

A commitment to principles of access and equity include:

- Creation of a consumer oriented culture
- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
- Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social

EVIDENCE GUIDE

Critical aspects of assessment must include:	• Own work role within the context of the social housing sector
	• Organisational role within the context of the social housing sector
Essential knowledge required includes:	• Principles of community delivered service provision
	• Importance of consumer input
	• Holistic and client-centred service
	• Consumer needs and rights including duty of care
	• Principles of client empowerment/disempowerment
	• Principles of access and equity
	• Policy, regulatory, legislative and legal requirements include:

     – Residential Tenancy Legislation or equivalent

     – Privacy Act

     – Legislation underpinning the principles of equal opportunity

     – Freedom of Information Act

     – Individual rights

     – National Housing Policy

     – National Community Housing Service Standards (draft)

     – Disability Services Acts and standards

• Historical and social context

• Political and economic context

• Current issues facing clients and existing services to address their needs and rights

• Principles and practices of ethics and values

• Principles and practices of confidentiality

• Principles and practice of duty of care

• Legal system

     – Courts

     – Police powers

     – Court reports

     – Tribunals

• Knowledge specific to working with people from culturally and linguistically diverse backgrounds

EVIDENCE GUIDE

Essential skills include:	• Interpersonal communication with clients and other stakeholders
	• Preparation of reports so that the information and organisation of information is appropriate to its purposes and audience
	• Working as part of a team or as a sole worker
	• Problem solving
	• Communication
Resource requirements include:	• Access to appropriate workplace where assessment can take place; or
	• Simulation of realistic workplace setting for assessment
Method of assessment:	This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions
Context of assessment:	• This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions
	• This unit must be assessed with all other specialisation units chosen as part of a package at a particular Australian Qualifications Framework level

UNIT CHCCH25A   Introduction to work in social housing

Unit Descriptor

This unit aims to describe the context within which social housing work occurs.

ELEMENTS	PERFORMANCE CRITERIA
1. Work within the context of the social housing	1.1 The role of social housing sector is understood
2. Develop knowledge of the social housing sector	2.1 All work reflects the knowledge of the current issues which impact on the sector and different models of work
3. Demonstrate commitment to the central philosophies of the social housing sector	3.1 All work in the sector demonstrates a commitment to access and equity principles
	3.2 Where appropriate, clients participate in all aspects of service planning and support activities as required
	3.3 Personal values and attitudes regarding social housing are identified and taken into account when planning and implementing all work activities

RANGE STATEMENT

Context includes:	• Statutory framework within which work takes place
	• Changing social context of work, e.g. consumer-centred approach, changing government and societal views of not-for-profit housing, approaches to working with clients/service users/members/tenants
Different models of work in the sector may include:	• Housing management
	• Tenancy management
	• Tenancy support
	• Tenancy advice/advocacy
	• Community development and education
	• Case management
Stakeholders and representatives may include:	• Consumers/service users/clients/members/tenants
	• Local community
	• Community organisations
	• Government representatives and service providers
	• Peak bodies and networks in the sector
	• Management, colleagues, team members
The underpinning values and philosophies of the sector may include:	• A social justice perspective
	• Community development approach
	• Housing as a right, not a privilege
	• A holistic and consumer-centred approach
	• Commitment to meeting the needs and upholding the rights of consumers
	• Commitment to empowering the consumer
A commitment to principles of access and equity include:	• Creation of a consumer oriented culture
	• A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
	• Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social

EVIDENCE GUIDE

Critical aspects of assessment must include:	• On work role within the context of the social housing sector
	• Organisational role within the context of the social housing sector
Essential knowledge required includes:	• Principles of community delivered service provision
	• Importance of consumer input
	• Holistic and client-centred service
	• Consumer needs and rights, including duty of care
	• Principles of client empowerment / disempowerment
	• Principles of access and equity
	• Policy, regulatory, legislative and legal requirements include:
	• Residential Tenancy Legislation or equivalent
	• Privacy Act
	• Legislation Essential the principles of equal opportunity
	• Freedom of Information Act
	• Individual rights
	• National Housing Policy
	• National Community Housing Service Standards (draft)
	• Disability Services Acts and standards
	• Historical and social context
	• Political and economic context
	• Current issues facing clients and existing services to address their needs and rights
	• Principles and practices of ethics and values
	• Principles and practices of confidentiality
	• Principles and practice of duty of care
	• Legal system
	• Courts
	• Police powers
	• Court reports
	• Tribunals
	• Knowledge specific to working with people from culturally and linguistically diverse backgrounds

EVIDENCE GUIDE

Essential skills include:	• Interpersonal communication with clients and other stakeholders
	• Preparation of reports so that the information and organisation of information is appropriate to its purposes and audience
	• Working as part of a team or as a sole worker
	• Problem-solving
	• Communication
Resource requirements include:	• Access to appropriate workplace where assessment can take place; or
	• Simulation of realistic workplace setting for assessment
Method of assessment:	This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
Context of assessment:	This unit must be assessed with all other specialisation units chosen as part of a package at a particular Australian Qualifications Framework level

UNIT CHCCOM1B Communicate with people accessing the services of the organisation

Unit Descriptor

This unit applies to community services workers who may have limited contact with clients in terms of content and timing and operate under direct supervision

ELEMENTS	PERFORMANCE CRITERIA
1. Communicate with clients of the organisation appropriately	1.1 Verbal and non verbal communication is used as appropriate
	1.2 Short interpersonal exchanges to clarify meaning and understand request/inquiry are conducted
	1.3 Information relevant to accessing the service is provided
	1.4 Time is taken to listen for relevant information concerning inquiry/request
	1.5 Diversity is respected when communicating with clients
	1.6 Messages are responded to appropriately
	1.7 Referral to the appropriate person occurs within organisational guidelines and procedures
2. Present a positive image of the service to the public	2.1 Communication with the public is conducted in a courteous manner and respecting privacy
	2.2 Standards of personal presentation are appropriate to the organisation

RANGE STATEMENT

Clients and others may include:	• Family members and friends of the client
	• Existing clients who do not know what other services are available or how to access those services
	• People making general inquiries of the service
Communication may be in:	• English
	• Sign language
	• Community language as required by the service/organisation
Diversity may relate to differences and may include:	• Physical
	• Cultural
	• Religious/spiritual
	• Social
	• Age
Organisational guidelines for referral may be:	• Written or verbal
	• By phone
Communication may be via:	• Verbal conversations either in person or via telephone
	• Written notes
	• Worker, family member or friend who has second language

EVIDENCE GUIDE

Critical aspects of assessment:	• Relevant policies, protocols, guidelines and procedures of the organisation are followed
	• Conversations are developed about appropriate topics
	• Communication that is non discriminatory, supportive and inclusive
	• Listening and responding to communication initiatives of client
	• Respect for client is demonstrated
	• Introduction of self occurs as appropriate
	• Demonstrates non judgemental attitude in work role
Essential knowledge:	• Organisational policies and procedures for referral within the organisation
	• Roles and responsibilities of workers within the organisation
	• Organisational policies and procedures for privacy and confidentiality of information provided by clients and others
	• Knowledge of cultures relevant to the particular service
	• Cultural diversity in Australia
Essential skills:	• Appropriate communication style
	• Appropriate verbal and non verbal communication
	• Language, literacy and numeracy competence required to fulfil the job role and appropriate to the organisation and clients. Language may be English or community language as required by the organisation
Resource implications:	Access to relevant workplace or appropriately simulated environment where assessment may take place
Consistency in performance:	• Assessment may include observation, questioning and evidence gathered from the workplace setting
	• Assessment may be conducted on one occasion but should include a range of clients, reflecting the diverse nature of these who may access the service

EVIDENCE GUIDE

Context of assessment: This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions

UNIT CHCCOM2B   Communicate appropriately with clients and colleagues

Unit Descriptor

Exercising effective communication skills in the workplace.

ELEMENTS	PERFORMANCE CRITERIA
1. Exercise effective communication techniques	1.1 All forms of communication with clients and colleagues reflect an understanding and respect for individual differences and needs
	1.2 Self introduction occurs appropriately
	1.3 Communication is clear and relevant to situation/activities undertaken
	1.4 Touch and other non verbal means of communication are used as appropriate
	1.5 Advice about communication difficulties with clients or colleagues is sought and obtained from supervisor/appropriate person and implemented
2. Follow routine instructions	2.1 Workplace instructions are carried out within agreed time frames
	2.2 Clarification in understanding work instructions is sought, when required
	2.3 Difficulties in carrying out instructions are referred to supervisor or appropriate person
3. Complete reports as required	3.1 Reports are completed to the standard expected in the workplace
	3.2 Reports are completed within identified time frames
	3.3 Reports are clear and accurate

RANGE STATEMENT

Diversity may relate to individual differences and needs and may include:	• Age
	• Behavioural
	• Cultural
	• Developmental
	• Emotional
	• Intellectual
	• Physical
	• Religious/spiritual
	• Social
Communication includes:	All verbal and non verbal interaction with clients and colleagues in a range of appropriate interpersonal contexts
Communicating effectively will be carried out within requirements established by:	• Anti discrimination legislation
	• Accepted cultural protocols
	• Accepted language protocols and systems
Exercising effective communication skills includes:	• Being non judgemental
	• Active listening, where culturally appropriate
	• Non verbal behaviour to indicate understanding of what is being said
	• Clarifying what is said
	• Responses that are culturally appropriate
	• Participating in group processes
Appropriate person may be from within or outside the organisations may be:	• Colleagues
	• Immediate supervisor
	• Other health workers
	• Consultant
	• Clients and families/carers
Instructions may include:	• Manufacturer's/operating written instructions
	• Work unit guidelines, procedures and protocols including occupational health and safety procedures and protocols for using interpreters
	• Supervisor's or management instructions

RANGE STATEMENT

Instructions may be:	• Written
	• Verbal

Reports may be verbal or written and may include:	• Notes
	• Records
	• Memos
	• Letters
	• Clients records
	• Verbal 'hand overs' at the end of a shift
	• Case file notes

EVIDENCE GUIDE

Critical aspects of assessment: Competency should be demonstrated over the range of communication methods used in the workplace (eg oral, written notes, memos, letters etc) and include communication with both clients and colleagues

Essential knowledge:

- Principles of effective communication
- Dealing with cultural diversity
- Referral processes of organisation
- Effect of sensory loss and cognitive impairment
- Relevant guidelines and procedures
- A range of written material relevant to the job role

Essential skills:

- Adjusting communication to meet differing needs
- Assertion
- Active listening and recognition of non verbal triggers
- Providing feedback
- Minimising conflict and tensions
- Reading and writing skills required to fulfil job roles as specified by organisation/service. The level of skill may range from the ability to understand symbols used on occupational health and safety signs, to reading workplace safety pamphlets or procedure manuals, to reading and handling chemicals such as cleaning fluids. Literacy support available in the workplace may range from having access to support and assistance from expert/mentor/supervisor, to having no communication supports available
- Literacy may be required in English or a community language depending on the client group
- Oral communication skills required to fulfil job roles as specified by the organisation/service. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Service/organisation may require competence in English or community language, depending on client group

EVIDENCE GUIDE

Resource implications:

- Access to appropriate workplace where assessment can be conducted or
- Simulated of realistic workplace setting for assessment

Consistency in performance:

- Assessment may include observation, questioning and evidence gathered from the workplace environment. Workplace evidence can include testimonials from clients and colleagues, portfolios etc.
- Assessment may be conducted on one or more occasions and must include the normal range of workplace situations with clients and colleagues

Context of assessment:

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communications systems.

UNIT CHCCOM3C Utilise specialist communication skills to build strong relationships

Unit Descriptor

This unit relates to the application of specialist workplace communication techniques to build and maintain strong relationships with colleagues and clients, based on respect and trust.

ELEMENTS	PERFORMANCE CRITERIA
1. Identify appropriate communication strategies to meet the needs of clients and colleagues and build strong relationships	1.1 Specific communication needs of clients and colleagues are identified including: – Utilising techniques and aids – Translation and language interpreters – Cultural interpreters – Referral to specialists 1.2 Identify areas of mistrust or conflict that may require conflict resolution 1.3 Identify the need to include additional people including trusted friends, case workers, family members or adults
2. Conduct effective communication with clients and staff	2.1 Selection from a range of appropriate communication strategies is made and employed to – Establish rapport – Exchange information – Facilitate resolution of issues – Defuse potentially difficult situations 2.2 Basic counselling skills are applied where appropriate to provide a brief intervention 2.3 Interviews are conducted according to established procedures 2.4 Feedback and advice is given in a way which reflects current identified good practice 2.5 Due regard to individual differences, needs and rights is shown in communicating with clients and colleagues 2.6 Referrals to other staff or specialist services are made as appropriate to ensure duty of care responsibilities are met in situations where break downs in communication occur 2.7 Enquiries are responded to in a manner that promotes achievement of mutual outcomes

ELEMENTS	PERFORMANCE CRITERIA
	2.8 Differences in views are respected and considered in a way that values and encourages the contributions of others
3. Contribute to the development of effective communication strategies	3.1 Strategies are implemented to check on the effectiveness of communication with clients and colleagues
	3.2 Established channels of communication are reviewed regularly to ensure clients and co workers are informed of relevant information in a timely way
	3.3 Coaching in effective communication is provided to colleagues and clients as required
	3.4 Relevant work related networks and relationships are maintained as required to ensure client needs and organisational objectives are met
4. Represent the organisation to a range of groups	4.1 When participating in internal and external forums, presentations are relevant, appropriately researched and presented in a manner to promote the organisation, and adjusted to meet audience needs
	4.2 Written communication is consistent with organisational standards
5. Apply specific communication techniques to assist in resolving conflict	5.1 Strategies are put in place to develop a trusting relationship that will enable facilitation of conflict resolution
	5.2 Specific mediation processes are applied that enable individual issues to be identified and stories heard, and exploration and validation of the history of the conflict
	5.3 Agreement is sought on processes to be followed to resolve conflict within scope of own abilities, skills and work role
	5.4 Referral to conflict resolution and mediation is made as appropriate
	5.5 Verbal communication skills are utilised to assist in resolving any conflict

ELEMENTS	PERFORMANCE CRITERIA
6. Implement mechanisms that facilitate group discussions	6.1 Opportunities are provided to fully explore all relevant issues
	6.2 Strategies which encourage all group members to participate equally are used routinely including seeking and acknowledging contributions from all members
	6.3 Objectives and agendas for meetings and discussions are routinely set and followed
	6.4 Relevant information is provided to groups as appropriate to facilitate outcomes
	6.5 Evaluation of group communication strategies is undertaken to promote ongoing participation of all parties
	6.6 Strategies are implemented to ensure the specific communication needs of individuals within the group are identified and addressed

RANGE STATEMENT

Exercising effective communication skills includes:	• Identifying and evaluating what is occurring within an interaction in a non judgemental way
	• Making decisions about appropriate words, behaviour, posture
	• Using active listening
	• Using clarifying, summarising questions
	• Putting together a response that is culturally appropriate
	• Expressing an individual perspective
	• Expressing own philosophy, ideology and background and exploring the impact of this on the communication
	• Exploring and unpacking problems
	• Using reflective listening
	• Providing sufficient time to enable stories to be told
	• Providing summarising and reflective responses in conflict situations
Non verbal communication includes:	• Gestures
	• Posture
	• Facial expression
Basic counselling skills include:	• Counselling context, process and goals
	• Establishing a trusting relationship
	• Information gathering
	• Reflective listening
	• Basic knowledge of theories supporting counselling process
	• Human life stage development
Types of interviews include:	• Related to staffing issues
	• Routine information collection
	• Confidential
	• Evidential
	• Non disclosure
	• Disclosure

RANGE STATEMENT

Interviews may be carried out:	On an individual or group basis by a range of employees/workers

Interviews will be carried out within requirements established by:

- Commonwealth and State legislation
- International conventions relating to the rights of individuals
- Organisation policy and procedures
- Relevant program standards
- Duty of care and ethical practice

Quality of presentations will be assessed according to:

- Clarity
- Appropriate sequencing
- Delivery within a predetermined time
- Utilising appropriate media to enhance the presentation
- Addressing audience needs

Opportunities will include:

- Allowing sufficient time to hear individual stories
- Encouraging a full exploration of issues
- Encouraging validation of individual issues

EVIDENCE GUIDE

Critical aspects of evidence include:	• Providing evidence that all communication with clients and colleagues is appropriate to individual needs and the situation and promotes achievement of organisational objectives
	• Using effective communication skills with clients accessing service, and with work colleagues
	• Using strategies to meet particular client communication need/difficulties
	• Conflict resolution is addressed in a timely way and in a manner which is inclusive of individual issues, and does not compromise the standing of the organisation or the integrity of the individual
	• Knowing when to provide referrals to conflict resolution and mediation
Essential knowledge:	• Cross cultural communication protocols
	• Family system models
	• Grief and loss issues
	• Sexuality and human relations issues
	• Crisis intervention theories and models
	• Dynamics of conflict resolution
	• Recognition of communication styles of individuals
	• Dynamics of groups and different styles of group leadership
	• Different communication skills relevant to client group eg signing
	• Oral communication skills required to fulfil job roles as specified by the organisation/service. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Service/organisation may require competence in English or community language, depending on client group
	• Literacy skills to enable reporting and recording of client interaction within the scope of the job role

EVIDENCE GUIDE

Essential skills:	• Full range of communication techniques including:

        – Reflective listening, respectful responding, development of empathy and rapport and other basic counselling skills

        – Facilitating conflict resolution through application of a range of strategies

        – Techniques to seek agreement between parties

        – Active listening if culturally appropriate, recognition of non verbal triggers

        – Feedback

        – Interpretation

        – Role boundaries setting

        – Negotiation

        – Establishing empathy

        – Skills in working with clients in crisis

Resource implications:
- Access to appropriate workplace where assessment can take place or
- Simulation of realistic workplace setting for assessment

Consistency in performance:
- Assessment may include observations, questioning or evidence gathered from a workplace setting
- Assessment is recommended to be on more than one occasion and must include the range of clients who access the service

Context of assessment: This unit should be assessed on the job or through simulation

UNIT CHCCOM4B   **Develop, implement and promote effective communication techniques**

Unit Descriptor

Applying higher level communication skills required for effective operation in the workplace.

ELEMENTS	PERFORMANCE CRITERIA
1. Contribute to the development of effective communication strategies	1.1 Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as required to ensure individual and organisational effectiveness is maximised
	1.2 In developing and implementing strategies special communication needs are addressed to avoid discrimination in the workplace
	1.3 Channels of communication are established and reviewed regularly to ensure staff are informed of relevant information in a timely way
	1.4 Coaching in effective communication is provided to staff as required
	1.5 Negotiation and conflict resolution strategies are used where required to promote effective operation of the organisation
	1.6 Issues are negotiated with key stakeholders, clients and staff in a way which leads to a mutually acceptable outcome
	1.7 Relevant work related networks and relationships are maintained as required to ensure client needs and organisational objectives are met
	1.8 All communication with clients and colleagues is appropriate to individual needs and the situation and promotes achievement of organisational objectives
2. Represent the organisation to a range of groups	2.1 When participating in internal and external forums, presentations are relevant, appropriately researched and presented in a manner to promote the organisation, and adjusted to meet audience needs
	2.2 Presentations are clear and sequential and delivered within a predetermined time and utilise appropriate media to enhance the presentation and address audience needs

ELEMENTS	PERFORMANCE CRITERIA
	2.3 Questions from the audience are responded to in a manner consistent with organisation standards
	2.4 Differences in views are respected and considered in a way that values and encourages other's contributions
3. Facilitate group discussions	3.1 Mechanisms which enhance effective group interactions are defined and implemented
	3.2 Strategies which encourage all group members to participate are used routinely including seeking and acknowledging contributions from all members
	3.3 Objectives and agendas for meetings and discussions are routinely set and followed
	3.4 Relevant information is provided to groups as appropriate to facilitate outcomes
	3.5 Evaluation of group communication strategies is undertaken to promote ongoing participation of all parties
	3.6 The specific communication needs of individuals are identified and addressed
4. Produce quality written materials	4.1 Writing is succinct and clear and is presented in a logical and sequential way which matches the audience and the purpose of the document
	4.2 Organisation guidelines and current accepted standards of writing which match the purpose are observed in producing all written documentation
	4.3 Appropriate and timely advice to management and clients is prepared and provided as required
	4.4 Where individual skill levels do not match workplace requirements, appropriate remedial action is taken, including seeking assistance and additional training
5. Conduct interviews	5.1 In conducting interviews and formal discussions effort is applied to ensure that appropriate structures, timeframes and protocols are mutually agreed and adhered to
	5.2 Effective questioning, speaking, listening and nonverbal communication techniques are used during discussions and interviews, to ensure the required information is accessed or message communicated

ELEMENTS	PERFORMANCE CRITERIA
	5.3 Feedback and advice is given in a way which reflects current identified good practice
	5.4 The conduct of interviews and formal discussions shows due regard to individual differences, needs and rights
	5.5 Appropriate grievance and counselling procedures are used to deal with problems of a serious nature

RANGE STATEMENT

Oral, written and non verbal communication in the organisation can occur with:	• Clients and stakeholders • Representatives of client groups or organisations • Members of the public • Managers and staff in own and other organisations • Private organisations and consultants • Academic institutions, public sector and community organisations • Colleagues in different locations eg. regional/central offices
Written communication can involve both handwriting and operation of word processing equipment. It may take the form of:	• Case notes and reports • Minutes of meetings • Routine as well as complex reports • Proposals, project plans and spreadsheets • General internal and external correspondence • Speeches, journal articles and marketing materials • Instructions, procedures and policies
Oral communication can take the form of:	• Seeking and conveying information • Consulting and advising • Formal and informal presentations to different audiences • Structured interviewing for selection or counselling purposes • Leading discussions and briefings • Negotiating • Chairing and participating in meetings • Conflict resolution • Coaching • Advocacy • On the job training
Clients are defined by the work of the organisation and can include:	• Individual members of the public • Other organisations, community groups and individuals • Other work areas of the organisation

RANGE STATEMENT

Non verbal communication incorporates using: Techniques of listening

EVIDENCE GUIDE

Critical aspects of assessment:
- Establishing and maintaining an appropriate network of clients
- Incorporating the requirements of specific groups in all client service work

Essential knowledge:
- Assess cultural communication protocol
- Knowledge of different communication styles and techniques
- Different interview techniques
- Introduction to Social Research
- Introduction to Study Skills
- Interpersonal Communication
- Group Processes
- Interviewing Skills
- Models and theories of crisis intervention
- Returning to study
- Research skills
- Introduction to personal communication evaluation
- Written communication
- Oral communication

Essential skills:
- Principles and practices of client service delivery
- Effective workplace writing
- Effective presentation techniques
- Effective communication techniques
- Operation of interview and other panels
- Effective group management processes
- Conflict resolution and negotiation
- Capacity to work effectively with clients in crisis

Resource implications:
- Access to appropriate workplace where assessment can take place or
- Simulation of realistic workplace setting for assessment

EVIDENCE GUIDE

Consistency in performance:
- Assessment may include observations, questioning or evidence gathered from the workplace, including testimonials from clients and colleagues etc
- Assessment is recommended to be conducted over more than one occasion and include communications with individuals and groups

Context of assessment: This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

UNIT CHCCS403A   **Provide brief intervention**

Unit Descriptor

This unit describes the competencies required to identify, implement and monitor brief intervention strategies for use in a variety of community health contexts.

ELEMENT	PERFORMANCE CRITERIA
1. Explain what brief intervention is and how it can be effectively used	1.1 Features of brief interventions are defined and examples given
	1.2 Reasons for using brief interventions, who can use them and when they may be appropriate are explained
	1.3 Stages of behaviour change model which includes the elements pre-contemplation, contemplation, action and maintenance is described
	1.4 Step by step process for doing brief interventions is described
2. Assess a client's need for intervention and the type of brief intervention required	2.1 Client's need for intervention is assessed
	2.2 Issue/s of concern is/are elicited and the client's stage in his or her decision to change is determined
	2.3 Resources required to support the brief intervention are identified
	2.4 Appropriate brief intervention strategies to match client need are identified and planned
3. Practice and use brief intervention strategies which match a client's stage of change	3.1 Awareness of the health issue is raised with a client who is not contemplating change
	3.2 Brief motivational interview is conducted with a client who is contemplating change
	3.3 A client who expresses motivation to change is supported in exploring choices, setting goals and identifying relapse prevention strategies
	3.4 Opportunities are taken to support and encourage a client who has made a change
	3.5 For a client who has lapsed or relapsed into prior behaviour, current needs and sources of assistance are identified, and support given as appropriate

ELEMENT	PERFORMANCE CRITERIA
4. Monitor brief intervention activities	4.1 Notes are kept in the client's file in accordance with organisational policies and procedures
	4.2 Client's file notes include the client's stage of decision making on each occasion
	4.3 Confidentiality and security of information is maintained
	4.4 Client's progress or outcomes are reviewed regularly
	4.5 Outcomes are discussed with the client in an appropriate manner
	4.6 The use of brief intervention as a public health strategy is discussed with others in the organisation within the context of service evaluation procedures

RANGE STATEMENT

Workers may be engaged in a working environment in which they:

- Seize opportunities to do brief interventions with clients as they arise
- Work with a client on a one-to-one basis and have limited opportunity for supervision of the brief intervention process
- Are communicating in a language other than their first language
- Are required to make clients' file notes and fulfil administrative requirements in a language other than their first language
- Must comply with cultural obligations which influence their use of brief intervention with particular clients

Features of brief interventions include:

- One-to-one approach, private
- Takes short period of time
- May be done by a health team member
- Client led process
- Opportunistic
- To raise awareness
- To share knowledge
- To help client to think about making changes to improve health

Brief interventions may be used for:

- Harm reduction
- Facilitating behaviour change, any behaviour which affects health, such as
    - Diet and exercise
    - Personal hygiene
    - Smoking
    - Excessive drinking of alcohol
    - Use of other drugs such as cannabis, kava or illicit drugs

RANGE STATEMENT

Resources to support brief interventions may include:	• Displays • Electronic media • Brochures or pamphlets • Books and other publications, see reference list • Other health workers • Community health stories
Brief intervention strategies required may include:	• Applying a rang eof assessment tools to determine the brief intervention needed • Raising awareness of link between behaviour and personal health/social well being • Raising awareness of link between personal behaviour and the affect on family and community • Sharing relevant information about health • Exploring the client's expressed concerns • Motivational interviewing techniques • To help the client to weigh up the good/not so good things about the health issue or behaviour • To help the client express his or her reasons for concern and the arguments for change • Highlighting the benefits of changing • Setting personal goals and exploring personal change strategies • Identifying a hierarchy of personal change strategies • Identifying strategies for lapse/relapse prevention • Assessing potential harmful outcomes, such as withdrawal • Giving the client resources, such as written information, appropriate to the stage of change • Giving positive feedback and encouragement • Offering time and support
Organisational policies and procedures include those relating to:	• Record keeping and filing • Security • Confidentiality • Workplace code of conduct or code of practice • Broader legislative requirements

RANGE STATEMENT

Monitoring and feedback may be:

- Verbal
- Written
- Pictorial
- Audio visual
- Electronic, e.g. computer files

EVIDENCE GUIDE

Critical aspects of evidence: Critical aspects of evidence relate to particular knowledge, understanding and skills that are essential to performance. Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- Completed course tasks and materials, workshop notes, diagrams and/or lists

- Oral presentation of accurate information about brief intervention

- Practical demonstration and/or role play. In the case of workplace delivery, elements of brief intervention could be practiced sequentially. For example, starting by assessing intention to change in several clients, then doing more harm reduction for pre-contemplators, and so on to build up confidence and competence

- Completed log book of cases, including self assessment

- Completed client file notes and records

EVIDENCE GUIDE

Essential knowledge and skills: Essential knowledge and skills refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.

A person should be able to demonstrate:

Knowledge of:

- Brief intervention scope and process

- The wider physical, social, community and cultural environment within which the client lives

- Knowledge of facts and approaches relating to nutrition, environmental health, use of alcohol, tobacco and other drugs as relevant to the client and worker context

- Options to support behaviour change

- Referral resources

- Importance of confidentiality and privacy

- Organisational policies and procedures for record keeping and security

- Workplace code of conduct or code of practice

- Occupational health and safety guidelines

Skills in:

- Interpersonal communication, including ability to listen, observe, speak and behave in a respectful and sensitive manner. It is necessary for the worker's manner to be non-judgemental and non-confrontational. This ability is crucial as the health information shared may be confronting to the client. Language used may be English or a community language depending on the client and worker

- Screening and assessment of client needs

- Clear presentation of health information in one-to-one situation

- Facilitation and negotiation to the level required to assist client decision making

- Literacy competence required to satisfy record keeping and referral requirements

EVIDENCE GUIDE

Interdependent assessment of units:	• Interdependent assessment of units refers to an assessment relationship between units
	• This unit of competency is designed to stand alone as a short course. It is designed to be offered to workers of broad ranging professional background, engaged in a variety of settings
	• It may be assessed in conjunction with other units, however, it is not required
Method and context of assessment:	Method and context of assessment refers to what assessment is appropriate, how often competence is required to be demonstrated, and where assessment should be undertaken.
	Assessment may take place during a training workshop or in the workplace, depending on the mode of delivery. Assessment should include a combination of methods such as:
	• Observation and listening
	• Individual/group discussion
	• Discussion of participants' self-assessment and evaluation
	• Assessment of written exercises, displays and presentations

UNIT CHCDIS1C   Orientation to disability work

Unit Descriptor
This unit is intended to provide an introduction to working with people with a disability.

ELEMENTS	PERFORMANCE CRITERIA	
1. Demonstrate an understanding of the delivery of quality services for people with disabilities	1.1	An understanding of key issues facing people with disabilities and their carers is demonstrated
	1.2	The context of policy, regulatory, legislative and legal requirements as they apply to the area of disability work is demonstrated
	1.3	A commitment to access and equity principles is demonstrated
	1.4	Personal values and attitudes regarding disability are taken into account when planning and implementing work with people, with disabilities
	1.5	An understanding of the differences that specific disabilities may have on clients is demonstrated. This will include acquired and developmental disabilities
2. Demonstrate the capacity to support rights, interests and needs of people with disabilities	2.1	An understanding of strategies that assist in people with disabilities to exercise their rights and independence is demonstrated
	2.2	Different client requirements are acknowledged
	2.3	Legal responsibilities and duty of care are complied with
	2.4	Situations which may pose a health or safety issues are reported according to organisational procedures
	2.5	Different models for working in the sector are applied to met client needs
3. Respond to situations of risk or potential risk to people with disabilities	3.1	Respond to situations of risk and report to appropriate people
	3.2	Report uncharacteristic or inappropriate behaviour
	3.3	Report situations of risk which may have an adverse effect on the health of people with disabilities

RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

Context includes:	• The relevant statutory framework
	• Historical context of work eg. Changing attitudes, changing approaches to working with clients
	• Changing social context of work eg. Consumer centred approach, changing government and societal views, approaches to working with clients
	• Political context eg. Government policies and initiatives
	• Economic context eg. The current economic situation as it relates to and affects people with disabilities and the subsequent impact on client needs
	• Facts/myths about disability
Issues include:	• Access to services for people with disabilities and their carers
	• Meeting individual needs and personal goals of people with disabilities
	• Family and carer issues
	• Grief and loss
Different models of work in the sector may include:	• Community development and education
	• Health promotion
	• Case management
	• Behaviour management
	• Working with families
	• Peer support/self help
	• Residential services
	• Respite care
	• Home based support
	• Community access
	• Advocacy
	• Employment support
	• Lifestyle support
	• Business services support
The underpinning values and philosophies of the sector may include:	• A holistic and consumer-centred approach
	• Community education
	• Delivery of appropriate services
	• Commitment to meeting the needs and upholding the rights of clients
	• Commitment to empowering clients

RANGE STATEMENT

Different client requirements may depend upon:	• Type of disability eg:
	   – Physical
	   – Sensory
	   – Intellectual
	   – Cognitive
	   – Psychiatric
	• Support availability including:
	   – Family
	   – Financial
	   – Physical, emotional and behavioural
	   – Employment
	   – Education and training
	• Presence of a terminal illness/condition

Policy and legislative requirements include:	• Disability Services Act • Disability Discrimination Act • Privacy Act • Equal Employment Opportunity principles • Guardianship Board • Individual rights • Disability Service Standards • Nurses Act • Medical Act • Medication regulations
A commitment to principles of access and equity includes:	• Creation of a client oriented culture • A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers • Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social, developmental, behavioural, emotional and intellectual
Rights include principles expressed in:	• Charters of rights • Outcomes standards documents • General human rights • Freedom from discrimination • Freedom of information

RANGE STATEMENT

Rights include:	• Privacy
	• Confidentiality
	• Common law
	• To be treated in a dignified, safe and comfortable manner
	• To express own feelings
	• Friendship
	• Freedom of association
	• Choice to participate
	• Access to complaint mechanisms
Interests include:	• Financial
	• Accommodation
	• Services
	• Recreation
Appropriate people include:	• Carers
	• Supervisors
	• Relatives
	• Colleagues
	• Health workers
	• Administrators
	• Emergency services
	• Health care services
Responding to situations of risk in the context of the work role may include:	• Identifying risks
	• Providing information on risks or potential risks
	• Risk minimisation
	• Strategies for preventing abuse of people with disabilities

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

Critical aspects of assessment:	Demonstrating an understanding of the rights and responsibilities of people with disabilities, stereo types that may exist about people with disabilities and awareness of the impact of own attitudes on working with people with disabilities; and respond to situations of risk or potential risk
Essential knowledge:	- Knowledge of developmental and acquired disabilities - Understanding different client requirement according to different disabilities - Knowledge of networks in the disability sector - Holistic and client-centred care - Consumer needs and rights including duty of care - Principles of empowerment/disempowerment in relation to people with disabilities - Principles of access and equity - Principles and practices of confidentiality - Awareness of discriminatory actions - Common risks to safety - Role of guardianship board, public trustee and independent advocate - Awareness and understanding of consent and strategies utilised to determine ability to consent
Essential skills:	Interpersonal communication with clients and other stakeholders
Resource implications:	Access to a relevant workplace or an appropriately simulated environment where assessment may take place
Consistency in performance:	Consistency in performance should consider the particular workplace context
Context of assessment:	This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions

UNIT CHCDIS20A　　　Introduction to disability work

Unit Descriptor

This unit is intended to provide an introduction to working with people with a disability.

ELEMENTS	PERFORMANCE CRITERIA	
1. Demonstrate an understanding of the delivery of quality services for people with disabilities	1.1	An understanding of key issues facing people with disabilities and their carers is demonstrated
	1.2	The context of policy, regulatory, legislative and legal requirements as they apply to the area of disability work is demonstrated
	1.3	A commitment to access and equity principles is demonstrated
	1.4	Personal values and attitudes regarding disability are taken into account when planning and implementing work with people, with disabilities
	1.5	An understanding of the differences that specific disabilities may have on clients is demonstrated. This will include acquired and developmental disabilities.
2. Demonstrate the capacity to support rights, interests and needs of people with disabilities	2.1	An understanding of strategies that assist people with disabilities to exercise their rights and independence is demonstrated
	2.2	Different client requirements are acknowledged
	2.3	Legal responsibilities and duty of care are complied with
	2.4	Situations which may pose a health or safety issues are reported according to organisational procedures
	2.5	Different models for working in the sector are applied to met client needs

RANGE STATEMENT

Context includes:	• The relevant statutory framework
	• Historical context of work, e.g. Changing attitudes, changing approaches to working with clients
	• Changing social context of work, e.g. Consumer centred approach, changing government and societal views, approaches to working with clients
	• Political context, e.g. Government policies and initiatives
	• Economic context, e.g. The current economic situation as it relates to and affects people with disabilities and the subsequent impact on client needs
	• Facts/myths about disability
Issues include:	• Access to services for people with disabilities and their carers
	• Meeting individual needs and personal goals of people with disabilities
	• Family and carer issues
	• Grief and loss
Different models of work in the sector may include:	• Community development and education
	• Health promotion
	• Case management
	• Working with families
	• Peer support/self help
	• Residential services
	• Respite care
	• Home based support
	• Community access
	• Advocacy
	• Employment support
	• Lifestyle support
	• Business services
	• Support

RANGE STATEMENT

The underpinning values and philosophies of the sector may include:	• A holistic and consumer-centred approach • Community education • Delivery of appropriate services • Commitment to meeting the needs and upholding the rights of clients • Commitment to empowering clients

Different client requirements may depend upon:	• Type of disability, e.g.:
	  – Physical
	  – Sensory
	  – Intellectual
	  – Psychiatric
	• Support availability including:
	  – Family
	  – Financial
	  – Physical and emotional
	  – Employment
	  – Education and training
	  – Presence of a terminal illness/condition

Policy and legislative requirements include:	• Disability services act • Disability discrimination act • Privacy act • Equal employment opportunity principles • Guardianship board • Individual rights • Disability service standards • Nurses act • Medical act • Medication regulations

RANGE STATEMENT

A commitment to principles of access and equity includes:	• Creation of a client oriented culture • A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers • Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social, developmental, behavioural, emotional and intellectual
Rights include principles expressed in:	• Charters of rights • Outcomes standards documents • General human rights • Freedom from discrimination • Freedom of information
Rights include:	• Privacy • Confidentiality • Common law • To be treated in a dignified, safe and comfortable manner • To express own feelings • Friendship • Freedom of association • Choice to participate • Access to complaint mechanisms
Interests include:	• Financial • Accommodation • Services • Recreation

RANGE STATEMENT

Appropriate people include:	- Carers - Supervisors - Relatives - Colleagues - Health workers - Administrators - Emergency services - Health care services
Responding to situations of risk in the context of the work role may include:	- Identifying risks - Providing information on risks or potential risks - Risk minimisation - Strategies for preventing abuse of people with disabilities

EVIDENCE GUIDE

Critical aspects of assessment:	Demonstrating an understanding of the rights and responsibilities of people with disabilities, stereotypes that may exist about people with disabilities and awareness of the impact of own attitudes on working with people with disabilities
Essential knowledge:	• Knowledge of developmental and acquired disabilities
	• Understanding different client requirement according to different disabilities
	• Knowledge of networks in the disability sector
	• Holistic and client-centred care
	• Consumer needs and rights including duty of care
	• Principles of empowerment/disempowerment in relation to people with disabilities
	• Principles of access and equity
	• Principles and practices of confidentiality
	• Awareness of discriminatory actions
	• Common risks to safety
	• Role of guardianship board, public trustee and independent advocate
	• Awareness and understanding of consent and strategies utilised to determine ability to consent
Essential skills:	Interpersonal communication with clients and other stakeholders
Resource implications:	Access to a relevant workplace or an appropriately simulated environment where assessment may take place
Consistency in performance:	Consistency in performance should consider the particular workplace context
Context of assessment:	This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions

UNIT CHCGROUP1B Support the activities of existing groups

Unit Descriptor

This unit describes the functions of supporting identified existing community groups through the provision of resources.

ELEMENT	PEFORMANCE CRITERIA
1. Respond to requests for support from existing groups	1.1 Opportunities are provided for groups to express their need for support
	1.2 Information is made available and options for meeting needs are developed and presented
	1.3 Provision of support is within organisational policy and criteria and within the job role
2. Provide resources	2.1 The nature of resources, their availability and guidelines for use are clearly described to groups seeking support
	2.2 A cooperative approach to the use of resources is encouraged
	2.3 Guidelines determining criteria, allocation and conditions of use are applied
	2.4 Advice is provided on alternative sources of resources
	2.5 Reports on the demand and use of resources are provided where required

RANGE STATEMENT

Support will include:	• Resources managed by the organisation
	• Information about resources managed by other organisations
	• Advice and information
	• Individual or group supervision
Groups include:	• Those defined by the objectives of the organisation
	• Those in existence or in the process of being established within the organisation
Resources may include:	• Space for groups to meet
	• Facilities
	• Equipment
	• Advice and information for groups
	• Facilitators for group meetings
	• Books, posters, videos and other materials
	• Financial assistance
	• Information about resources available from other organisations/agencies
Reports may include:	• Basic data on demand and usage
	• Information collected at the request of management/supervisor/team
	• Routine reporting
	• Information for users of resources

EVIDENCE GUIDE

This unit is based on the Community Work National Competency Standards unit of the same name.

Critical aspects of evidence:	Worker provides support to existing groups within limits of own jobs and responsibilities

Essential knowledge:

- Organisation's programs, policies, objectives, criteria and priorities
- Organisational appointment system/booking system for provision of resources to groups
- Resources managed by the organisation
- Resources managed by other organisations
- Existing groups allied with the organisation's work
- Referral procedures for other organisations/agencies
- Understanding of group processes and group dynamics

Essential skills:

- Data collection
- Record keeping

Resource implications:

- Access to appropriate workplace where assessment can take place or
- Simulation of realistic workplace setting for assessment

Consistency in performance:

- Assessment may include observations, questioning or evidence gathered from the workplace
- Assessment may take place on one occasion but must include assessment of competence with more than one existing group

Context of assessment:	This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

UNIT CHCGROUP2C   Support group activities

Unit Descriptor
Participate in, and provide general support for, a range of informal and formal groups in a variety of settings.

ELEMENT	PERFORMANCE CRITERIA
1. Identify the purpose of the group	1.1 Activities which meet the purpose of the group are identified and determined with the members of the group
	1.2 Rules for group behaviour are discussed and established with all group members
	1.3 Individual differences of workers and group members are identified, acknowledged and respected
	1.4 The goals, needs and expectations of the participants is sought, received and accommodated according to available resources

ELEMENT	PERFORMANCE CRITERIA
2. Establish relationship with the group	2.1 Roles played by group members including the worker are defined
	2.2 A suitable level of participation is encouraged
	2.3 Group is informed of resources available to meet group's needs
	2.4 The capacity of the worker to respond to group's needs is assessed and communicated to the group, in an appropriate manner
	2.5 The most appropriate support to achieve the objectives of the activity is selected and implemented
	2.6 Clear communication is modelled to group members
	2.7 Group members are encouraged to use clear and appropriate communication
	2.8 Communication and interactions with group members respects individual differences and needs
	2.9 Communication and interactions with group are appropriate to aim and purpose of group
	2.10 Appropriate processes are implemented as necessary to address breaches of behaviour
	2.11 Participants are encouraged to agree on and abide by a set of appropriate guidelines
	2.12 The group's achievements are promoted in a way which motivates and recognises participants' efforts
	2.13 Where required, records of group interaction are kept in a manner consistent with organisation's documentation requirements
3. Organise resources for group activities	3.1 Work is undertaken to ensure adequate resourcing is available
	3.2 Availability of resources and guidelines for use are communicated to group
	3.3 A cooperative approach to the use of resources is encouraged
	3.4 Reports on the use of resources are completed if required
	3.5 Reports are completed to standard required by organisation

RANGE STATEMENT

Group activities may be:	• Formal or informal
	• Structured
	• Semi structured
	• Unstructured
Group activities may relate to:	• Discussions
	• Sporting and recreation activities
	• Research, planning and management
	• Informal and formal education
	• Community action
	• Special interest causes
Resources will include:	• Information/referrals
	• Facilities
	• Equipment/materials
	• Administrative support
	• Facilitation of meetings
	• Worker skills/expertise
Support will include:	• Resources managed by the organisation
	• Advice, information and facilitation
	• Individual or group supervision
Individual differences may include differences in:	• Beliefs
	• Values
	• Age
	• Cultural background
	• Physical abilities
Appropriate communication will be:	• Communication related to group purpose and aims
	• Communication that respects individual differences and abilities of group members
Reports may be:	Verbal or written according to organisational procedures

EVIDENCE GUIDE

Critical aspects of assessment:
- Support group activities for formal and informal groups
- Participate in for a variety of group activity types identified in the Range Statement or in the workplace
- Provide support for appropriate target groups

Essential knowledge:
- Dynamics of groups and the different styles of group leadership and decision making
- Effective communication techniques
- Conflict management
- Organisation's policies, principles and procedures
- Relevant organisational and community resources
- Building and maintaining relationships
- Relevant models such as stages of group development and stages of change model

Essential skills:
- Oral communication skills including asking questions, clarifying issues/topics, providing information in the workplace setting. Language used may be English or community language, depending on the client group
- Written communication competence to complete reports required by the organisation. The complexity of reports may vary from completing an organisational proforma, to completing an unstructured report. Literacy support for completing reports may vary from the availability of support from a supervisor to no support available in the workplace. Reports may be written in English or community language depending on the organisational requirements
- Reading competence required to fulfil the job role. This may vary from no competence required (if information on the availability of resources, materials etc. for the group are conveyed verbally), to the ability to read work related texts, which may include lists of available resources, names of group members, policy statements on use of equipment and resources etc. Language in use may be English or community language depending on organisation

EVIDENCE GUIDE

Resource implications:	Access to appropriate workplace where assessment can be conducted or simulated of realistic workplace setting for assessment
Consistency in performance:	• Assessment may include observations, questioning and evidence gathered from the workplace environment
	• Assessment may be conducted on one or more occasions but must include the normal range of client groups, group activities and types of groups in the workplace
Context of assessment:	This units is most appropriately assessed in the workplace and under the normal range of workplace conditions

UNIT CHCGROUP3C   Plan and conduct group activities

Unit Descriptor
Participate in, establish and lead a range of informal and formal groups in a variety of settings.

ELEMENT	PERFORMANCE CRITERIA
1. Address resourcing issues for group activities	1.1 Planning of group activities includes consideration of:
	− The purposes, defined according to the identified needs of the client group
	− The human, financial and physical resources required
	1.2 Where required resources are not immediately and readily available appropriate submissions are made to potential sources of assistance and resources
	1.3 Where formal submissions are made they meet the requirements of the funding guidelines and the organisations principles and practice
2. Coordinate a group planning process	2.1 Opportunities for collaborative planning of group activities with clients are actively sought and promoted and information about the needs and expectations of the group is solicited, analysed and prioritised
	2.2 The purpose of group activities is negotiated with the group in a manner which gives sufficient time and space for individuals to articulate their ideas and wishes and create opportunity for input to ownership of group processes
	2.3 The purpose of the proposed group activity is translated into a set of aims and objectives
	2.4 The potential impact on group operation of the values and beliefs of both the worker and the client is analysed and clarified with those involved in planning and implementing group activities
	2.5 Contributions and suggestions to group planning processes are dealt with in a way to promote continued participation
	2.6 Planned group strategies are designed that promote effective group operation and take into account the specific characteristics of the clients who will participate in the activity or program
3. Manage group processes	3.1 Opportunities are promoted for open dialogue and

ELEMENT	PERFORMANCE CRITERIA

including responding to conflict

active listening between group members

3.2 Sensitivity to participants, regardless of their gender, culture, ethnicity, subculture, sexuality and ability, is encouraged and modelled

3.3 When conflict threatens or arises:

– Strategies to prevent it are implemented within the role, power and capacity of the worker

– The outcomes of positive conflict are identified and reinforced

– Relevant principles and practices of conflict resolution are clarified and confirmed and agreement sought to implement them

– Acknowledgment of respective rights and responsibilities and perceptions of all participants within the conflict situation is encouraged

3.4 Opportunity is offered to all participants for debriefing, support, mediation, consultation and facilitation throughout conflict resolution processes

4. Evaluate group activities

4.1 Aims and objectives of the group activity provide the basis for evaluation and feedback

4.2 Feedback from all group participants is sought on leadership style, group process, achievement of objectives, other achievements and areas for development

4.3 Evaluation data is documented according to organisational procedures and distributed to relevant people

RANGE STATEMENT

Group activities may be:	• Formal or informal
	• Structured
	• Semi structured
	• Unstructured
Group activities may relate to:	• Discussions about relevant issues
	• Sporting and recreation activities
	• Music and performing arts
	• Research, planning and management
	• Informal education
	• Community action
	• Special interest causes
Communication with young people may include:	• Oral, written or visual means
	• Use of third party translation/interpretation
	• Any language
Requirements of submissions will include:	• The aim and objectives of the proposed activity or program
	• Implementation and evaluation strategies
	• Management arrangements
	• Human, financial and physical resources available and required
Support will include:	• Information and resources managed by the organisation and other organisations and agencies
	• Advice and information
	• Facilitations
Resources will include:	• Information/referrals
	• Facilities
	• Equipment/materials
	• Administrative support
	• Facilitation of meetings
	• Worker skills/expertise

EVIDENCE GUIDE

Critical aspects of assessment:	• Support group activities for formal and informal groups
	• Participate in for a variety of the group activity types identified in the Range Statement
	• Provide support for an appropriate target group, defined by factors as listed in the range statement
Essential knowledge:	• Dynamics of groups
	• Different styles of group leadership and decision
	• Effective communication strategies
	• Organisation's policies, principles and procedures
	• Organisation's and community resources
	• Relevant models such as stages of group development and stages of change
Essential skills:	• Conflict management
	• Developing and maintaining positive relationships
	• Effective group management
Resource implications:	• Access to appropriate workplace or community setting where assessment can take place or
	• Simulation of realistic workplace setting for assessment
Consistency in performance:	• Assessment may include observations, questioning or evidence gathered from the workplace, e.g. testimonials from group members, portfolios
	• It is recommended that assessment may take place on one occasion to enable assessment in a variety of settings with a range of both formal and informal groups
Context of assessment:	This unit will be most appropriately assessed in the workplace in the community or in a simulated workplace and under the normal range of workplace conditions

UNIT CHCHPROM1A   Share health information

Unit Descriptor
This unit describes the competencies required to share health information in a community health context.

ELEMENTS	PERFORMANCE CRITERIA
1. Identify health information requirements	1.1 Information is obtained from key people about community health needs
	1.2 Discussions are held with key people
	1.3 Levels of health information in the community are assessed and documented according to organisational guidelines
	1.4 Gaps in available information are identified and listed
	1.5 Community health information needs are determined and prioritised
2. Develop health information in an appropriate context	2.1 Negotiation about location, time and place for sharing health information occurs with key people
	2.2 Resources are prepared and assembled in consultation with key people
	2.3 Information is developed using techniques appropriate to the target audience
3. Implement sharing of health information	3.1 Health information is delivered in a clear and concise manner
	3.2 Health information is delivered in a place that is negotiated with the target audience
	3.3 Feedback is obtained from the audience to determine whether information is correctly received
4. Evaluation presentation of health information	4.1 Progress and/or outcome is reviewed against community needs, in consultation with key people
	4.2 Suggestions for improving the methodology of sharing health information are made to key people
	4.3 Changes to methodology are implemented in consultation with key people as required

RANGE STATEMENT

Organisations may include:

- Local/regional organisations
  - Community health centres
  - Local hospital
  - Other community service organisations
  - Local council
- National organisations
  - Australian bureau of statistics
  - Health and welfare institute
  - Other state/territory and federal government organisations
- International organisations
  - World health organisation
  - UNESCO
- Health professional representative bodies
  - CRANA
  - Division of General Practitioners
  - Aboriginal Health Workers Associations

Health Information maybe available from:

- Organisations providing services and information
  - Local hospitals
  - Public health units
  - Epidemiology unit
- Community members
- Community health workers
- Representatives from funding bodies
- Community health centres
  - Screening programs
  - Recall systems
  - Work diaries
  - Documents, records and statistics

RANGE STATEMENT

Key people may include:	• Community members
	• Community leaders
	• Council members
	• Family
	• Community workers
Types of information may include:	• Organisational data
	• Quantitative and qualitative data
	• Research data
	• Personal communications and opinions
	• Other relevant documents regarding community health issues
	• Relevant records, correspondence and reports
Appropriate systems and formats for compiling information may include:	• Incident reporting and documentation
	• Questionnaires
	• Specified formats for preparing reports
	• Accessing databases
	• Noting information on records systems
	• Advising appropriate people of the information gathered
	• Pictorial
	– Graphs
	– Posters
	– Photographs
Reports 'documented' and feedback may be:	• Verbal (English and/or first language)
	• Written
	• Pictorial
	• Videos
	• Computer files

RANGE STATEMENT

Resources may include:	• Other health workers
	• Brochures
	• Displays
	• Community health stories
	• Videos
	• Audio tapes
	• CDs
	• Computerised information
	− Databases
	− Websites
	• Library
Feedback methodology:	• Written
	− Report
	− Computer
	• Pictorial display of information
	− Poster
	• Verbal
	− Discussion
	− Personal interviews

EVIDENCE GUIDE

Essential knowledge required includes:	• Local community health plans
	• Organisational policies and guidelines
	• Community/sector networks
	• Collection and interpretation of health data
	• Processes related to health promotion
	• Factors underlying community development processes
	• Evaluation models
Essential skills include:	• Undertaking community research
	• Recording of health data
	• Cross cultural communication skills
	• Interpersonal communication skills
	• Interpreting data
	• Decision making
	• Using community profiles
Resource requirements include:	• Access to relevant workplace or appropriately simulated environment where assessment can take place
	• Relevant organisational policy, guidelines, procedures and protocols
	• Emergency response procedures and employee support arrangements
Method of assessment:	Simulation or on-the-job

UNIT CHCMH1B   Orientation to mental health work

Unit Descriptor

This unit aims to describe the context within which mental health work occurs.

ELEMENTS	PERFORMANCE CRITERIA	
1. Work within the context of the mental health sector	1.1	All work in the sector reflects consideration of the historical context of the sector
	1.2	All work reflects consideration of the changing social, political and economic context
2. Develop knowledge of the mental health sector	2.1	All work reflects a basic knowledge of the current issues and different models of work which impact on the sector
	2.2	In collecting information about the mental health sector, the views of key stakeholders and representatives from relevant target groups are collected and used
3. Demonstrate commitment to the central philosophies of the mental health sector	3.1	All work undertaken demonstrates consideration and understanding of the underpinning values and philosophy of the sector
	3.2	All work in the sector demonstrates a commitment to access and equity principles
	3.3	Clients participate in all aspects of service planning and support activities
	3.4	Personal values and attitudes regarding mental health and illness are identified and taken into account when planning and implementing all work activities
4. Work with people from culturally and linguistically diverse backgrounds	4.1	All work undertaken demonstrates consideration and understanding of cultural and linguistic differences
	4.2	All work is adapted to meet the specific cultural and linguistic needs of clients

RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

Context includes:	• Statutory framework within which work takes place
	• Historical context of work eg. Changing attitudes to mental health; changing approaches to working with clients
	• Changing social context of work eg. Consumer centred approach, changing government and societal views of mental health, approaches to working with clients, deinstitutionalisation
	• Political context eg. Government policies and initiatives affecting mental health work, mainstreaming
	• Economic context eg. The current economic situation as it relates to and affects mental health and the subsequent impact on client needs
	• Facts/myths about mental illness and psychiatric disability
Different models of work in the sector may include:	• Community development and education
	• Mental health promotion
	• Case management
	• Working with families
	• Clubhouse
	• Psychosocial rehabilitation
	• Supported employment
	• Peer support/self help
	• Crisis situation responses
	• Early intervention/prevention
	• Consumer run models
	• Clinical mental health services
	• Residential services
	• Respite care
	• Home based support

RANGE STATEMENT

Stakeholders and representatives may include:	• Consumers
	• Carers
	• Friends, peers and target group
	• Families and care givers
	• Local community
	• Community organisations
	• Government representatives and service providers
	• Clinical mental health services
	• Peak bodies and networks in the sector
	• Management, colleagues, supervisor, team members
The underpinning values and philosophies of the sector may include:	• A holistic and consumer-centred approach
	• Family sensitive approaches
	• Community education
	• Promotion of mental health and wellbeing
	• Early intervention
	• Delivery of appropriate services
	• Commitment to meeting the needs and upholding the rights of consumers
	• Commitment to empowering the consumer
	• Encouragement of personal growth and development toward recovery and wellness
A commitment to principles of access and equity includes:	• Creation of a consumer oriented culture
	• A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
	• Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social
Cultural and linguistic differences may include:	• Different cultural and social contexts
	• The needs of indigenous Australians
	• The needs of people from non-English speaking backgrounds
	• Social variables such as social attitudes to mental illness

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

Critical aspects of assessment:	Work or model of work demonstrates an understanding of underpinning values and philosophies in the mental health sector
Interdependent assessment of units:	Nil

Essential knowledge:

- Impact of stigma
- Facts/myths about mental illness and psychiatric disability
- Principles of disability
- Principles of community delivered service provision
- Importance of consumer input
- Holistic and client-centred care
- Consumer needs and rights including duty of care
- Principles of client empowerment/disempowerment
- Principles of access and equity
- Policy, regulatory, legislative and legal requirements include
  - Mental Health Acts
  - Privacy Act
  - Equal Employment Opportunity principles
  - Community treatment orders
  - Community counselling orders
  - Guardianship Board
  - Freedom of Information Act
  - Individual rights
  - United Nations Principles for the Protection of Persons with Mental illness and the Improvement of Health Care
  - National Mental Health Policy and Plan
  - National Mental Health Service Standards
  - Disability Services/Discrimination Acts and standards

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- Involuntary and voluntary admission to hospital
- National standards for mental health services
- Historical and social context
- Political and economic context
- Current issues facing clients and existing services to address their needs and rights
- Understanding of regulations and guidelines governing the handling of medication
- Principles and practices of ethics and values
- Principles and practices of confidentiality
- Principles and practice of duty of care
- Major psychiatric illnesses
- Early intervention
- Legal system
    - Courts
    - Police powers
    - Court reports
    - Tribunals
    - Parole
    - Community treatment orders
- Indigenous Australian culture
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Knowledge specific to working with people at risk of self harm

Resource implications: Access to a workplace or simulated workplace where assessment may occur

Consistency in performance: Consistency in performance should consider the requirements of the particular workplace context

Context of assessment: This unit is best assessed on the job or in a simulated workplace under the normal range of conditions

UNIT CHCNET1C   Participate in networks

Unit Descriptor

Participating in a network in order to gather information, forge links with other workers and services and to promote activities.

ELEMENTS	PERFORMANCE CRITERIA
1. Identify and select appropriate networks	1.1 Networking needs are identified and prioritised in order to enable the organisation and the worker to optimise client service delivery
	1.2 Networks relevant to the work role, the organisations priorities and its target groups are identified and prioritised
2. Make effective use of relevant networks	2.1 Contributions appropriate to the network are provided within the principles and resource constraints of the worker and the organisation
	2.2 Information and other support which can be provided by the network are identified and sought to optimise, and support collaboration on, client service delivery
	2.3 Knowledge of the values, beliefs and perspectives of network participants is used to inform communication within the network
	2.4 Appropriate confidentiality measures are implemented to protect the client, the organisation and the network
	2.5 Ongoing participation in networks is monitored against the benefits to the worker, organisation and client group
	2.6 Outcomes in networks are reported to the worker's own organisation and other stakeholders where appropriate

RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

Networks may be informal and include:	• Other workers, particularly those in the community services industry
	• Trainers, teachers and academics
	• Contacts in policy and funding bodies
Networks may be formal and include:	• Local interagency networks
	• Interest and support groups
	• Regional, specialist and peak associations
	• Professional/occupation associations
The purposes of networks and networking may include:	• Learning about the role, services and resources of other organisation
	• Learning about the roles and resources of other workers
	• Providing advice and information about own service and organisation
	• Peer support and review
	• Professional development
	• Maintaining coordination among organisations and workers
	• Supporting joint programs or activities
	• Providing information for policy development
	• Supporting the interests of young people

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

Critical aspects of evidence:	• Participation in both formal and information network
	• Participate in a network as a member not representing an organisation
	• Participate in a network as a representative of the workers' own organisation
Essential knowledge and skills:	Oral communication skills including asking questions, listening to information, providing information. Assessors should particularly look for workers engaging in interpersonal exchanges, clarifying meaning and maintaining interaction, for the purposes of establishing, and maintaining relationships; exploring issues; and problem solving. Assessors should also look for the ability to elicit and give factual information and opinions
Resource implications:	• Access to appropriate workplace where assessment can be conducted or
	• Simulation of realistic workplace setting for assessment
Consistency in performance:	• Assessment may include observations, questioning and evidence gathered from the workplace environment
	• Assessment may be conducted on one or more occasions but must include a range of network types relevant to the workplace
Context of assessment:	This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communications systems.

UNIT CHCNET2B   Maintain effective networks

Unit Descriptor

Establishing and maintaining formal and informal groups which directly impact on the effective operation of the organisation.

ELEMENTS	PERFORMANCE CRITERIA	
1. Develop cooperative working relationships and strategic alliances with other organisations	1.1	Information about relevant services, organisations, and key people is gathered and stored so it is up to date and accessible
	1.2	Information about own service is provided to other organisations on request, and liaison with staff from relevant organisations occurs on a formal and informal basis to optimise client service delivery
	1.3	Wherever possible, sharing of resources with other organisations to overcome duplication in service delivery is carried out
2. Represent the organisation	2.1	A positive image of the organisation is promoted at every available opportunity
	2.2	Issues, policies and practices of the organisation are effectively communicated to a range of audiences in an appropriate format
	2.3	Complaints about services are handled in accordance with the organisation's procedures
3. Maintain networks	3.1	Networks and other work relationships are maintained to provide identifiable benefits for clients and the organisation
	3.2	Appropriate time and effort is applied to establishing and maintaining networks which assist achievement of work outcomes
	3.3	Protocols for communication between network participants and services are followed including those relating to confidentiality
	3.4	Advocacy is provided to develop working relationships between client and other organisations/agencies
	3.5	Cultural considerations within operation of networks are identified and integrated into communication processes

RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

Groups to which the organisation is promoted include:

- Internal and external clients
- Professional networks
- Managers
- Funding bodies
- Political groups
- Community groups and associations

Networks include:

Formal and informal groups which are directly related to work activities or which make a valuable contribution to effective performance

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

Critical aspects of assessment:	• Maintaining a network of formal and informal groups relevant to the work situation
	• Ability to represent organisation in both formal and informal settings in a positive manner
Essential knowledge:	• Approaches to networking
	• Relevant organisations and services
	• Funding bodies and lines of contact
	• Relevant key bodies/individuals
	• Marketing techniques applicable to the service or organisation
	• Communication techniques
	• Communication and interpersonal
Essential skills:	• Promotion
	• Networking
	• Negotiation
Resource implications:	• Access to appropriate workplace where assessment can be conducted or
	• Simulation of realistic workplace setting for assessment
Consistency in performance:	• Assessment may include observations, questioning and evidence gathered from the workplace
	• Assessment may be take place on one occasion but must include a range of group settings/networks
Context of assessment:	This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communications systems.

UNIT CHCNET3B   Develop new networks

Unit Descriptor

Setting up formal networks which will benefit the organisation and the clients.

ELEMENT	PERFORMANCE CRITERIA
1. Develop and maintain appropriate networks	1.1 Organisational, professional and Individual networking needs are identified, prioritised and appropriate new networks are established as required to meet client needs and organisational objectives
	1.2 Significant cultural practices, needs and traditions are incorporated into the networking strategy and its development
	1.3 Strategies to develop effective new networks are implemented in consultation with key people and in accordance with organisational objectives
	1.4 Information about new network is made available to other staff and others as appropriate
	1.5 Processes for engaging relevant community members in collection and dissemination of information are developed and implemented as appropriate to ensure effective operation of the network
2. Reflect social and cultural awareness in developing and maintaining networks	2.1 Potential discrimination or culturally based obstacles to effective networks are identified and strategies to avoid them are developed and implemented
	2.2 Cultural differences and diversity are valued as a resource in networks and integrated into practices, relationships and strategies wherever relevant
	2.3 Where individual relationships interfere with the effective operation of networks, timely remedial action is taken in accordance with organisational procedures, to ensure maximum benefit to clients
	2.4 Effectiveness and relevance of networks is regularly evaluated against organisational goals and client needs in consultation with key people, and appropriate modifications are made as necessary
	2.5 Evaluation of the effectiveness of networks includes consideration of issues related to cultural expectations, client needs and organisation's philosophy

RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

Formal networks may include:	- Key people - Local organisations - Interest and support groups - Lobby groups - Regional specialist and peak associations - Advisory committees - Associations - Businesses - Law enforcement agencies - Government ministers/departments
Networks may serve the purpose of:	- Achieving corporate objectives - Accessing the services and resources of other organisations - Promotion of organisation and/or programs - Strategic planning - Encouraging coordination amongst organisations and workers - Enhancing service delivery
Networking needs may be as a result of, or leading to:	- New government policies - New or reviewed strategic plan - New organisations/services starting up - Restructuring of organisation - Enhanced service delivery - Funding imperatives
Strategies for the development of new networks may include:	- Liaison with relevant government, community, business and other representatives - Participating and managing formal network committees - Negotiating with relevant organisations for network participation - Liaison with other network organisations

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

Critical aspects of assessment:	Networks developed meet the needs of the organisation and its clients
Essential knowledge:	- Power relationships within and between organisations - The values and limitations of networks - The dynamics of networks - Processes of initiating and supporting community development planning - Strategic planning - Existing relevant networks - Lobbying in the context of organisational protocols
Essential skills:	- Negotiation - Reporting and record keeping - Lobbying - Dealing with diverse and/or specific cultural groups
Resource implications:	- Access to appropriate workplace where assessment can be conducted or - Simulation of realistic workplace setting for assessment
Consistency in performance:	- Assessment may include observations, questioning and evidence gathered from the workplace - Assessment may take place on one occasion
Context of assessment:	This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communications systems.

UNIT CHCNET4A   Work with other services

Unit Descriptor

This unit describes the ability to liaise and facilitate linkages between all community services including specialist and generalist services in the community to ensure support of people in need.

ELEMENTS		PERFORMANCE CRITERIA	
1.	Identify and maintain links with relevant services	1.1	Information on relevant services is gathered and stored as appropriate
		1.2	Active participation in relevant networks is maintained
		1.3	Information on the organisation's range of services is maintained
2.	Provide relevant information to services	2.1	Respond to information requests from other organisations as appropriate
		2.2	Information and resources are provided to support community groups as appropriate
		2.3	Materials and resources provided are relevant and current
		2.4	Feedback on the materials and resources is sought and used to develop future materials and resources
3.	Work with and support community services organisations to deliver appropriate services to people in need.	3.1	Type and level of support to be provided are defined and negotiated with the organisation
		3.2	Support and contact with people referred is maintained as appropriate
		3.3	Information is provided to services in line with organisational confidentiality, consent and privacy policies and procedures
		3.4	Longer term plans to assist services to operate self-sufficiently are developed and negotiated

RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

Links may be:	- Referral to and from other services - Telephone contact - Worker networks - Informal contacts - Case conferences - Inter agency meetings - Community consultative committees - Joint projects
Relevant services may include:	- Consumer groups - Commercial enterprises such as real estate agents, and financial institutions - Community services departments - Aboriginal and Torres Strait Islander services - Employment services - Community based disability support services - Income support services - Accommodation services - Services specific to the person's needs - Transcultural - Religious organisations - Judicial - Correctional - Police - Emergency services
Information may include:	- Pamphlets - List of all relevant services - Information on own agency
Support may include:	- Visits - Consultations - Joint initiatives - Participation in case conferences - Telephone advice - Provision of staff development and training - Exchanging of reports - Community education
Policies and procedures may include:	Referral protocols

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The Evidence Guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in this unit. The Evidence Guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the Range Statement, elements and performance criteria.

Critical aspects of assessment:	Facilitating effective working relationships within community services and within the general community
Essential knowledge:	- Existing information systems - Referral networks - criteria and procedures for referral - Current community services issues - Language used in community services work - Range of community services and how to access - Confidentiality and privacy - Knowledge specific to working with people from culturally and linguistically diverse backgrounds
Essential skills:	- Questioning - Active listening - Verbal and non verbal communication - Referral - Participating and conducting interagency meetings - Promotion - Negotiation - Liaison and networking - Recognising own limitations and agency boundaries - Developing and providing information about community services
Resource implications:	- Access to appropriate workplace where assessment can take place; or - Simulation of realistic workplace setting for assessment
Consistency in performance:	Consistency in performance should consider the community services networking and liaison requirements within the workplace

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Context for assessment: This unit is best assessed in the workplace or in a
                                 simulated workplace under the normal range of
                                 conditions

UNIT CHCOHS201A   Follow OHS procedures

Unit Descriptor

On completion of this unit, the worker will be able to recognise hazards at the workplace as well as follow workplace health and safety instructions and procedures. These instructions and procedures relate to the work being undertaken by the worker and is not related to supervision of other workers. The worker will be aware of the importance of maintaining their health and safety as well as the health and safety of others in the workplace. The worker will also be capable of dealing with emergencies within the worker's scope of responsibility and under the direction/with support of the supervisor.

Prerequisites

This unit does not require OHS related knowledge but does require knowledge of the organisational instructions and procedures.

ELEMENT	PERFORMANCE CRITERIA
1. Recognise hazards.	1.1 Describe hazards in the workplace
	1.2 Describe causes of such hazards
	1.3 Recognise hazards encountered in their work
2. Follow procedures for hazard control.	2.1 Describe employee/employer responsibilities in hazard control
	2.2 Follow workplace procedures and work instructions for dealing with hazards, within the scope of responsibilities and competencies
	2.3 Predict the consequences should workplace procedures not be followed
	2.4 Describe the organisational consequences of failing to follow these procedures and instructions.
3. Report hazards and other OHS issues.	3.1 Report hazards to appropriate people in accordance with workplace procedures

RANGE STATEMENT

Definition of hazard:	A 'hazard' is something with the potential to cause injury or disease to people, damage to property or disruption to productivity. Hazards arise, for example, from workplace environment; use of equipment; poor work design; inappropriate systems, procedures and /pr human behaviour. Sources of energy such as electricity, hazardous substances, hot objects and moving equipment are all hazards.

Examples of workplace hazards may be:

- Manual handling of heavy objects and people (e.g.: equipment, machinery, beds, cartons, boxes and/or clients who require support for their mobility, restraining clients and pushing and pulling activities such as moving trolleys)

- Postural issues related to tasks such as showering, feeding, working with computers, etc.

- Equipment including suitability for purpose and fitness for use

- Work-related stress

- Biological hazards including body fluids; (contaminated food; soiled clothing and linen, clinical waste; syringes and other 'sharps'; etc.)

- Personal threat by (e.g. through aggressive behaviour of) clients and/or visitors

- Chemicals (e.g.: toxic or hazardous substances, gases and liquids under pressure, includes cleaning chemicals)

- Fire

- Work-related environment (e.g. underfoot, lighting, space, noise, air quality, furniture and fittings, car parking, etc.)

- Electrical hazards related to use of equipment, faulty wiring

- Work organisational issues such a shift work or irregular hours/on call

Legislative requirements

- Workplace procedures and requirements will be influenced by different legislation in different states

RANGE STATEMENT

Procedures for hazard control may include:	• Hazard and incident reporting procedures • Job procedures • Issue resolution procedures • Risk control procedures • Emergency procedures
Procedures and instructions may be:	• Verbal • Written • In English • In a community language • Provided visually, e.g. video, OHS signs, symbols and other pictorial presentation, etc.
Designated personnel for OHS referrals may be:	• Employer • Supervisor • OHS nominee • Elected OHS representative/employee representative • Chairperson OHS committee • Other personnel with OHS responsibilities
Examples of OHS issues which may be raised by workers with designated personnel may include:	• Hazards identified • Problems encountered in managing risks associated with hazard • Clarification on understanding of OHS policies and procedures • Communication and consultation processes • Follow up to reports and feedback • Effectiveness of risk controls in place • Training needs
Reports identifying workplace hazards may be verbal or written and may include:	• Face to face • Phone messages • Notes • Memos • Specially designed report forms

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Method of assessment may include:	• Observation of performance
	• Written tasks
	• Interviewing and questioning
	• Formal appraisal systems
	• Staff/client feedback
	• Portfolio/CV
	• Supporting statement of supervisor(s)
	• Authenticated evidence of relevant work experience and/or formal/informal prior learning
	• Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment
Concurrent assessment and relationship with other units:	It is expected that this competency may be applicable in combination with other industry, occupation or workplace-specific competencies. This unit will be assessed in the workplace in as holistic a manner as is practicable and may be integrated with the assessment of other relevant units of competency, e.g. teamwork and communication units
Critical aspects of assessment must include:	• Ability to work safely, and follow the organisation's OHS policies and procedures
	• Ability to identify, report and manage (within their level of control) hazards
Other assessment advice – essential knowledge required includes:	• Knowledge of employee responsibilities under the OHS Act for their state
	• Knowledge of employee responsibilities under the organisational policies and procedures for hazard control
	• Knowledge of designated person for reporting OHS concerns
	• Understanding the meaning of OHS signs and symbols relevant to their area of work
	• Knowledge of hazards commonly encountered in their area of work.
	• Hazards in the workplace both indoors and outdoors
	• Location and use of safety equipment including

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fire extinguishers, emergency units and alarms

- Relevant workplace procedures

- Hazards in the workplace and the risks of certain, layouts/features and also behaviours of clients, visitors and staff

- *This is just an example of workplace procedures and should not be singled out*

- Knowledge of organisational policies and procedures

- Rights and duties of employees and employers regarding OHS

- Reporting mechanisms required for workplace hazard, incident, and injury

Other assessment advice – essential skills required include:	Competence must be demonstrated:

Competence must be demonstrated:

- In recognising potential situations that require action and then

- In implementing appropriate corrective action as much as possible to eliminate risk.

Consistent performance should be demonstrated. In particular look for evidence of:

- Awareness of all relevant workplace procedures including:

    - Hazard management policies and procedures

    - Job procedures and work instruction

    - Procedures for the use of personal protective clothing, equipment and/or duress alarms.

    - Emergency, fire and incident procedures

- Recognition and reporting of workplace hazards

- Implementation of work processes and practices to prevent or minimise risk

- Application of safe work practices

- Correct use of equipment according to organisational instructions

- Awareness that OHS issues are regulated by State/Territory acts, regulations, codes of practice and industry standards

These aspects may be best assessed using a range of scenarios/case studies/what ifs as the stimulus with a walk through forming part of the response. These assessment activities should include a range of routine

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problems that may have been generated from the past incident history of the workplace and hazardous incidents at similar workplaces within the sector and/or industry.

Reading and writing skills - appropriate literacy competence is required to fulfil job roles in a safe manner and as specified by organisation/service.

- The level of skill may range from the ability to understand symbols in OHS signs, to reading workplace safety pamphlets or procedure manuals, to reading labels and handling hazardous materials.

- Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available.

- Literacy may be required in English, a community language, or Braille, etc, depending on the language used in pamphlets or workplace manual.

- Communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation/service. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Service/organisation may require competence in English or community language, depending on client group.

Resource implications: Assessment will require access to:

- Workplace health and safety policies and procedures

- Other related policies and procedures

- OHS signs and symbols

- Duties statements and/or job descriptions

- Appropriate equipment, etc.

Over an extended period of time, or a suitable method of gathering evidence of knowledge and understanding over a range of situations. A bank of scenarios/case studies/what ifs will be required as well as a bank of questions which will be used to check the reasoning behind the observable actions.

Within the limits of worker and client safety,

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	considerations must be given to workers whose literacy skills are limited and/or who are physically and/or intellectually disabled in certain sectors of the industry.
Context of assessment:	This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communications systems. Assessment may be conducted on more than one occasion to cover a variety of situations.
	Simulation to allow for timely assessment of parts of this competency may be required. Simulation should be based on the actual work setting and will include 'walk throughs' of the relevant competency components. Simulations may also include the use of case studies, scenarios and role plays.
	This unit of competency requires a body of knowledge which will be assessed through questioning and the use of 'what if' scenarios both on site (during demonstration of normal procedures and walk throughs of abnormal ones) and off site (e.g. in transit, home visits, telephone counselling, etc.). Assessment will occur over a range of situations that may include disruptions to normal smooth operations. A diversity of assessment tasks is essential for holistic assessment.

UNIT CHCOHS301A   Participate in workplace safety procedures

Unit Descriptor
On completion of this unit, the worker will be able to identify occupational health and safety hazards, and assess risk, as well as follow instructions and procedures in the workplace with minimal supervision. The worker will also be capable of participating and contributing to OHS management issues.

ELEMENT	PERFORMANCE CRITERIA
1. Identify hazards and assess risk.	1.1 Identify hazards in the work area and during the performance of workplace duties.
	1.2 Assess level of risk[1].
2. Follow procedures and strategies for risk control.	2.1 Report hazards in the work area to designated personnel according to workplace procedures
	2.2 Follow workplace procedures and work instructions for assessing and controlling risks with minimal supervision.
	2.3 Whenever necessary, within the scope of responsibilities and competencies, follow workplace procedures for dealing with hazards and incidents, fire and/or other emergencies.
3. Contribute to OHS in the workplace.	3.1 Describe employee rights regarding consultation on OHS matters
	3.2 Raise task and/or job specific OHS issues with appropriate people in accordance with workplace procedures and relevant OHS legislative requirements
	3.3 Contribute to participative arrangements for OHS management in the workplace within organisational procedures and the scope of responsibilities and competencies
	3.4 Provide feedback to supervisor on hazards in work area in line with organisational OHS policies and procedures
	3.5 Provide support in implementing procedures to control risks in accordance with organisational procedures

RANGE STATEMENT

Legislative arrangements	• The legislative requirements for OHS consultation and participation vary in different states and the requirements of the particular state should be reflected in the training and assessment processes
Relevant organisational procedures for managing risks include:	• Hazard management policies and procedures (these may be integrated with quality, care or other documents or be separated as OHS policies and procedures). Hazard management documents include policies and procedures on specific hazards as well as hazard and incident reporting and investigation, workplace inspections, maintenance, etc.
	• Communication, consultation and issue resolution procedures
	• Human resources management procedures such as grievance procedures, induction programs, team meetings, management of performance levels
	• Job procedures and work instructions
	• Post incident/injury management such as first aid, critical incident debriefing, compensation and return to work
	• Other related procedures including waste management, security
Work instructions may be:	• Verbal
	• Written
	• In English
	• In a community language
	• Provided visually, e.g. video, OHS signs, symbols and other pictorial presentation, etc.
Designated personnel for OHS referrals may be:	• Employer
	• Supervisor
	• OHS nominee
	• Elected OHS representative/employee representative
	• Chairperson OHS committee
	• Other personnel with OHS responsibilities

RANGE STATEMENT

Examples of OHS issues which may need to be raised by workers with designated personnel may include:

- Hazards identified
- Problems encountered in managing risks associated with hazards
- Clarification on understanding of OHS policies and procedures
- Communication and consultation processes
- Follow up on reports and feedback.
- Effectiveness of risk controls in place
- Training needs

Examples of contributions may include:

- Recommendations on changes to work processes, equipment or practices
- Listening to the ideas and opinions of others in the team
- Sharing opinions, views, knowledge and skills
- Identifying and reporting risks and hazards
- Using equipment according to guidelines and operating manuals
- Behaviour that contributes to a safe working environment which includes following OHS procedures

Examples of participative arrangements may include:

- Regular information sessions (using clear and understandable language) on existing or new OHS issues
- Formal and informal OHS meetings
- Meetings called by OHS representatives
- Health and safety committees
- Other committees such as consultative planning and purchasing
- Other means and processes for raising requests and concerns as well as contributing suggestions and reports to management
- Documented issue resolution processes
- Easy access to relevant written workplace information

RANGE STATEMENT

Controlling risks in the work area may include:	Application of the hierarchy of control, namely: • Eliminate the risk • Reduce/minimise the risk through • Engineering controls • Administrative controls • Personal protective equipment
Reports identifying workplace hazards may be verbal or written and may include:	• Face to face • Phone messages • Notes • Memos • Specially designed report forms
Definition of risk includes:	Likelihood of occurrence and severity. Workers need to have basic concept of likelihood of occurrence and consequences (severity) of injury only. They are not required to use risk assessment tools.

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Critical aspects of assessment must include:	• Ability to work safely, and follow the organisation's OHS policies and procedures
	• Ability to identify, report and manage (within the limits of their control) hazards and other OHS issues
	• Ability to participate on consultative processes
Method of assessment may include:	• Observation of performance
	• Written tasks
	• Interviewing and questioning
	• Formal appraisal systems
	• Staff/client feedback
	• Portfolio/CV
	• Supporting statement of supervisor(s)
	• Authenticated evidence of relevant work experience and/or formal/informal prior learning
	• Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment
Concurrent assessment and relationship with other units:	It is expected that this competency may be applicable in combination with other industry, occupation or workplace-specific competencies. This unit will be assessed in the workplace in as holistic a manner as is practicable and may be integrated with the assessment of other relevant units of competency, e.g. teamwork and communication units
Other assessment advice – essential knowledge required includes:	• Knowledge and understanding is required of the workplace OHS system sufficient to recognise situations affecting OHS and to take the appropriate action to rectify the situation. This includes general awareness of hazards that occur in the relevant sector – refer to *Definition of hazard, Examples of workplace hazards* and *Most likely hazards by* sectors under the Range Statement in Unit CHCOHS201A Follow OHS procedures, for additional information
	• Knowledge of the rights and responsibilities of employees and employers under the relevant state OHS legislation including the right of employees to refuse to work that has a risk of harm or

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immediate serious injury

- Workers must exercise their duty of care within the respective scope of responsibilities in accordance with general OHS acts and regulations as well as respective state and national standards

- Workers do not need to be able to use specific risk assessment tools. They shall however understand basic concepts of likelihood of occurrence and consequences (severity) of injury

Competence includes the ability to:

- Apply and describe procedures for:
  - Recognising hazards in the workplace
  - Reporting hazards identified using documented organisational processes

- Understand the meaning of OHS signs and symbols relevant to the work area

- Communicate OHS issues to designated personnel

- Locate and follow OHS procedures

- Use standard equipment

- Solve problems

Other assessment advice – essential skills required include:

Competence must be demonstrated:

- In recognising potential situations that require action and then

- In implementing appropriate corrective action as much as possible to eliminate risk.

Consistent performance should be demonstrated. In particular look for evidence of:

- Awareness of all relevant workplace procedures including:
  - Hazard management policies and procedures
  - Job procedures and work instruction
  - Procedures for the use of personal protective clothing, equipment and/or duress alarms.
  - Emergency, fire and incident procedures

- Recognition and reporting of workplace hazards

- Implementation of work processes and practices to prevent or minimise risk

- Application of safe work practices

- Correct use of equipment according to

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organisational instructions

- Awareness that OHS issues are regulated by State/Territory acts, regulations, codes of practice and industry standards

- These aspects may be best assessed using a range of scenarios/case studies/what ifs as the stimulus with a walk through forming part of the response. These assessment activities should include a range of routine problems that may have been generated from the past incident history of the workplace and hazardous incidents at similar workplaces within the sector and/or industry.

- Reading and writing skills - appropriate literacy competence is required to fulfil job roles in a safe manner and as specified by organisation/service.

- The level of skill may range from understanding symbols in OHS signs, to reading workplace safety pamphlets or procedure manuals, to reading labels and handling hazardous materials.

- Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available.

- Literacy may be required in English, a community language, or Braille, etc., depending on the language used in pamphlets or workplace manual.

- Communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation/service. Assessors should look for skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary. Service/organisation may require competence in English or community language, depending on client group.

- Ability to relate to people from a range of social;, cultural and ethnic backgrounds and physical and mental abilities

Resource implications: Assessment will require access to:

- Workplace health and safety policies and procedures

- Other related policies and procedures

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- Duties statements and/or job descriptions

- Appropriate equipment

- OHS signs and symbols, etc.

- Over an extended period of time, or a suitable method of gathering evidence of knowledge and understanding over a range of situations. A bank of scenarios/case studies/what ifs will be required as well as a bank of questions which will be used to check the reasoning behind the observable actions

- Within the limits of employee, client and public safety, considerations must be given to workers whose literacy skills are limited and/or who are physically and/or intellectually disabled in certain sectors of the industry

Context of assessment:

- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems. Assessment may be conducted on more than one occasion to cover a variety of situations

- Simulation to allow for timely assessment of parts of this competency may be required. Simulation should be based on the actual work setting and will include 'walk throughs' of the relevant competency components. Simulations may also include the use of case studies, scenarios and role plays

- This unit of competency requires a body of knowledge which will be assessed through questioning and the use of 'what if' scenarios both on site (during demonstration of normal procedures and walk throughs of abnormal ones) and off site (e.g. in transit, home visits, telephone counselling, etc.). Assessment will occur over a range of situations that may include disruptions to normal smooth operations. A diversity of assessment tasks is essential for holistic assessment

UNIT CHCOHS401A   Implement and monitor OHS policies and procedures for a work place

Unit Descriptor
On completion of this unit, the worker will be able to accurately implement and monitor defined OHS policies and procedures for a work place or area, within scope of responsibilities. The worker will also be capable of coaching the team in participating and contributing to OHS management issues. The worker will be able to perform duties as a safety committee member or a team leader in an organisation.

ELEMENT	PERFORMANCE CRITERIA	
1.	Explain OHS information for co-workers in team.	1.1	Accurately and clearly explain to the work group basic requirements of OHS legislation, regulations codes of practice and relevant state and national industry standards in area of responsibility appropriate for the health and safety needs of the work group
		1.2	Provide in a readily accessible manner, information on the relevant enterprise OHS policies, procedures and programs and accurately and clearly explain them to the work group
		1.3	Regularly provide relevant information about identified hazards and the outcomes of risk assessment and risk control procedures and accurately and clearly explain them to the work group.
2.	Coach co-workers in team.	2.1	Establish mutual support groups, e.g. buddy system to encourage effective development of individual and group competencies in OHS
		2.2	Provide personal encouragement and assistance to team members to contribute to the management of OHS at the workplace.
3.	Promote consultation and participation	3.1	Deal with and promptly resolve issues raised through consultation or refer to the appropriate personnel for resolution in accordance with workplace procedures
		3.2	Provide opportunities for individuals and representatives to contribute to participative processes
		3.3	Use feedback from individuals and teams to identify and implement improvements in the management of OHS
		3.4	Promptly inform the work group of the outcomes of consultation over OHS issues.

ELEMENT	PERFORMANCE CRITERIA
4. Implement and monitor enterprise procedures for identifying hazards and risk.	4.1 Implement and monitor effectiveness of processes to identify routine hazards and assess risk
	4.2 Monitor adherence to work procedures and action non-compliance
	4.3 Monitor existing risk control measures and report results regularly in accordance with workplace procedures
	4.4 Evaluate and identify inadequacies in existing risk control measures in accordance with the hierarchy of control and report to designated personnel
	4.5 Identify inadequacies in resource allocation for implementation of risk control measures and report to designated personnel.
5. Maintain appropriate OHS records.	5.1 Accurately and legibly complete OHS records for work area, in accordance with workplace requirements for OHS records and legal requirements for the maintenance of records of incidents, occupational injury and disease
	5.2 Use aggregated information from the area's OHS records to identify hazards and monitor risk control procedures within work area according to procedures and within scope of responsibilities and competencies.

RANGE STATEMENT

Relevant organisational procedures will include:	• Hazard identification policies and procedures • Emergency, fire and accident procedures • Infection control guidelines • Procedures for the use of personal clothing and equipment • Issue resolution procedures • Job procedures and work instructions • Waste management procedures • Security procedures, etc.
Organisational procedures for managing risks may include:	• Manual handling techniques • Strategies for reducing the amount of manual handling required • Strategies for reducing staff stress (eg rest time, breaks, debriefing meetings) • Recognition of a hostile situation - how to deal with patients/visitors/staff who threaten • Strategies to 'defuse' potential problems • Code of conduct • Reporting system
Organisational security measures may include:	• Locked accesses • ID badges (appropriately designed, e.g. only first names for workers who highly likely come into contact with aggressive people) • Signing in and out • Reporting any unauthorised personnel visiting after hours • Testing door alarms, pagers, duress alarms, etc.
Workplace procedures may include:	• Grievance procedures • Appropriate induction programs for new staff • Team meetings • Debriefing procedures following crisis • Management of performance levels • Referrals for staff to access appropriate community services and assistance
Work instructions may be:	• Verbal • Written

RANGE STATEMENT

- In English
- In a community language
- Provided visually, e.g. video, OHS signs, symbols and other pictorial presentation, etc.

Designated personnel for OHS referrals may be:

- Employer
- Supervisor
- OHS nominee
- Other personnel with OHS responsibilities

OHS information which may need to be translated for and conveyed to co-workers may include:

- Relevant State/Territory OHS act and legislation (including AVOs and Intoxicated Persons Acts, etc.), codes of practice and industry standards
- Enterprise OHS policies and procedures

OHS issues which may need to be raised with workers may include:

- Recognition of hazards
- Problems encountered in managing risks associated with routine hazards
- Observation on hazardous incidents occurred in the workplace
- Clarification on understanding of OHS policies and procedures

Reports identifying workplace hazards may be verbal or written and may include:

- Face to face
- Phone messages
- Notes
- Memos
- Specially designed report forms

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Critical aspects of assessment must include:	• Ability to encourage and coach co-workers to work safely, and follow the organisation's OHS policies and procedures • Ability to identify, report and manage personal and work related hazards that may include manual handling, stress and infection management, etc.
Method of assessment may include:	• Observation of performance • Written tasks • Interviewing and questioning • Formal appraisal systems • Staff/client feedback • Portfolio/CV • Supporting statement of supervisor(s) • Authenticated evidence of relevant work experience and/or formal/informal prior learning • Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment
Concurrent assessment and relationship with other units:	It is expected that this competency may be applicable in combination with other industry, occupation or workplace-specific competencies. This unit will be assessed in the workplace in as holistic a manner as is practicable and may be integrated with the assessment of other relevant units of competency, e.g. teamwork and communication units.
Other assessment advice – essential knowledge required includes:	• Knowledge and understanding is required of the workplace OHS system sufficient to recognise situations affecting OHS and to take the appropriate action to rectify the situation. This includes <u>acute</u> awareness of all hazards that occur in the relevant sector - refer to Range Statement in UNIT CHCOHS201A Follow OHS procedures for further information. • Workers must exercise their duty of care within the respective scope of responsibilities in accordance with general OHS acts and regulations as well as respective state and national standards applying to hazardous materials. Competence includes sufficient literacy skills and the ability to: • Understand, interpret and convey organisational

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instructions and procedures

- Communicate and report verbally and/or in writing
- Coach and lead
- Routine hazards in the workplace both indoors and outdoors
- Location and use of safety equipment including fire extinguishers, emergency units and alarms
- Workplace procedures that apply to fire, accidents and emergency situations
- Potential hazards in the workplace and the risks/potential risks of certain behaviours, layouts/features (behaviours include those resulting from drug and alcohol use and/or mental health of clients, visitors or staff)
- Universal precautions and infection hazards
- Legislative requirements and best practice approaches to OHS
- Rights and duties of employees and employers regarding OHS
- Reporting mechanisms required for workplace injury and compensation claims
- Impact of drug and alcohol use on safety in the workplace

Other assessment advice – essential skills required include:

- It is essential that the workplace OHS system be understood and that the importance of critical procedures be known. Competence must be demonstrated in recognising potential situations that require action and then in implementing appropriate corrective action. The emphasis should be on the ability to avoid a critical incident rather than on recovery from it.
- Consistent performance should be demonstrated. In particular look for evidence of:
  - Awareness of all relevant workplace procedures including:
    - Hazard policies and procedures
    - Emergency, fire and accident procedures
    - Procedures for the use of personal protective clothing, equipment and/or duress alarms
    - Job procedures and work instruction
  - Recognition and reporting of routine workplace hazards including drug and alcohol

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use and mental health issues

- − Recognition of other significant hazards in the workplace
- − Implementation of practices to prevent or minimise risk
- − Application of safe handling practices and other safety procedures
- − Correct use of equipment according to manufacturers' specifications
- − Awareness that OHS issues are regulated by State/Territory acts, regulations, codes of practice and industry standards

- These aspects may be best assessed using a range of scenarios/case studies/what ifs as the stimulus with a walk through forming part of the response. These assessment activities should include a range of routine problems that may have been generated from the past incident history of the workplace and hazardous incidents at similar workplaces within the sector and/or industry.

- Reading and writing skills - appropriate literacy competence is required to fulfil job roles in a safe manner and as specified by organisation/service.

- The level of skill may range from the ability to understand symbols in OHS signs, to reading workplace safety pamphlets or procedure manuals, to reading labels and handling hazardous materials.

- Literacy support available in the workplace may range from having access to support or assistance from expert/mentor/supervisor, to having no communication supports available.

- Literacy may be required in English, a community language, or Braille, etc, depending on the language used in pamphlets or workplace manual.

- Communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation/service. Assessors should look for skills in asking questions, providing clear information, listening to and conveying workplace instructions, and clarifying workplace instructions when necessary. Service/organisation may require competence in English or community language, depending on client group.

| *Resource implications:* | Assessment will require access to: |

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- Workplace health and safety policies and procedures
- Infection control procedures
- Other organisational policies and procedures
- Duties statements and/or job descriptions
- Manual handling equipment
- Coaching and leadership training materials, etc
- Over an extended period of time, or a suitable method of gathering evidence of knowledge and understanding over a range of situations. A bank of scenarios/case studies/what ifs will be required as well as a bank of questions which will be used to check the reasoning behind the observable actions.
- Considerations must be given to workers whose literacy skills are limited and/or who are physically and/or intellectually disabled in certain sectors of the industry.

Context of 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.
- Simulation to allow for timely assessment of parts of this competency may be required. Simulation should be based on the actual work setting and will include 'walk throughs' of the relevant competency components. Simulations may also include the use of case studies, scenarios and role plays.
- This unit of competency requires a body of knowledge which will be assessed through questioning and the use of 'what if' scenarios both on site (during demonstration of normal procedures and walk throughs of abnormal ones) and off site (e.g. in transit, home visits, telephone counselling, etc.). Assessment will occur over a range of situations that may include disruptions to normal smooth operations. A diversity of assessment tasks is essential for holistic assessment.

UNIT CHCOHS501A   Manage workplace OHS management system

Unit Descriptor

This competency covers the establishment and maintenance of the OHS system within the area of managerial responsibility, in order to ensure that the workplace is, as far as is practicable, safe and without risks to the health of employees, clients and/or visitors present.

ELEMENT	PERFORMANCE CRITERIA
1. Establish and maintain participative arrangements for the management of OHS.	1.1 Establish and maintain appropriate participative processes with employees and their representatives in accordance with relevant OHS legislation, regulations and relevant industry standards consistent with enterprise procedures
	1.2 Deal with and resolve issues raised through participation and consultation promptly and effectively in accordance with procedures for issues resolution
	1.3 Provide information to employees about the outcomes of participation and consultation in a manner accessible to employees.
2. Establish and maintain procedures for identifying hazards, assessing and controlling risk as well as dealing with hazardous events	2.1 Develop workplace procedures for hazard identification, assessment and control of risks as well as dealing with hazardous events
	2.2 Address identification of all hazards at the planning, design and evaluation stages of any changes in the workplace to ensure that new hazards are not created by the proposed changes
	2.3 Develop and maintain procedures for selection and implementation of risk control measures in accordance with the hierarchy of control
	2.4 Identify inadequacies in existing risk control measures in accordance with the hierarchy of control and provide promptly resources enabling implementation of new measures.

ELEMENT		**PERFORMANCE CRITERIA**
3.	Establish and maintain an OHS induction and training programs.	3.1 Identify training needs
		3.2 Develop and maintain an OHS induction and training program to identify and fulfil employee's OHS training needs as apart of the enterprise general training program
		3.3 Maintain a training management system so that individual employee's training needs are easily identified, training attendance monitored and non attendance followed up
		3.4 Co-ordinate with relevant training experts as necessary
		3.5 Evaluate outcomes to ensure that the training objectives are met.
4.	Establish and maintain a system for OHS records.	4.1 Establish and monitor systems for keeping OHS records to meet regulatory requirements, allow identification of patterns of hazardous incidents, occupational injuries and diseases within the area of managerial responsibility.

RANGE STATEMENT

Legislative arrangements	The legislative requirements for OHS vary across different states and the requirements of the particular state should be reflected in the training and assessment process. The particular differences related to OHS consultation and participation and for incident reporting are particularly relevant to this competency.
Definition of hazard:	A 'hazard' is something with the potential to cause injury or disease to people, damage to property or disruption to productivity. Hazards arise from workplace environment; use of equipment; poor work design; inappropriate systems, procedures and/or human behaviour. Sources of energy such as electricity, hazardous substances, hot objects and moving equipment are all hazards.

Relevant organisational procedures for managing risks include:

- Hazard management policies and procedures (these may be integrated with quality, care or other documents or be separated as OHS policies and procedures). Hazard management documents include policies and procedures on specific hazards as well as hazard and incident reporting and investigation, workplace inspections, maintenance, etc.
- Communication, consultation and issue resolution procedures
- Human resources management procedures such as grievance procedures, induction programs, team meetings, management of performance levels
- Job procedures and work instructions
- Post incident/injury management such as first aid, critical incident debriefing, compensation and return to work
- Other related procedures including waste management, security

Work instructions may be:

- Verbal
- Written
- In English
- In a community language
- Provided visually, e.g. video, OHS signs, symbols and other pictorial presentation, etc.

RANGE STATEMENT

Designated personnel for OHS referrals may be:	• Employer
	• Supervisor
	• Chairperson of OHS committee
	• OHS nominee
	• Elected OHS representative/employee representative
	• Other personnel with OHS responsibilities
Examples of OHS issues which may be raised by workers with designated personnel may include:	• Hazards identified
	• Problems encountered in managing risks associated with hazard
	• Clarification on understanding of OHS policies and procedures
	• Communication and consultation processes
	• Follow up to reports and feedback
	• Effectiveness of risk controls in place
	• Training needs
Examples of contributions may include:	• Listening to the ideas and opinions of others in the team
	• Sharing opinions, views, knowledge and skills
	• Identifying and reporting risks and hazards
	• Using equipment according to guidelines and operating manuals
	• Behaviour that contributes to a safe working environment which includes following OHS procedures

RANGE STATEMENT

Examples of participative arrangements may include:	• Regular information sessions (using clear and understandable language) on existing or new OHS issues
	• Formal and informal OHS meetings
	• Meetings called by OHS representatives
	• Health and safety committees
	• Other committees such as consultative planning and purchasing
	• Other means and processes for raising requests and concerns as well as contributing suggestions and reports to management
	• Documented issue resolution processes
	• Easy access to relevant written workplace information
Controlling risks in the work area may include:	• Application of the hierarchy of control, namely: - Eliminate the risk - Reduce/minimise the risk through - Engineering controls - Administrative controls including training - Personal protective equipment
OHS information that may need to be explained to co-workers include:	• Relevant State/Territory OHS acts and legislation, codes of practices and industry standards
	• Enterprise OHS policies and procedures
Other related Commonwealth, State and Territory legislation and requirements may include:	• General duty of care requirements
	• Privacy Act in relation to requirements for - The maintenance and confidentiality of records of occupational injury and disease, - Provision of information, etc
	• Relevant requirements of Environmental Protection Authority

RANGE STATEMENT

Identifying hazards and assessing risk may occur through:	• Hazard and incident reports • Workplace inspection in area of responsibility • Consulting work team members • Housekeeping • Workplace inspections • Daily informal team consultation and regular formal team meetings, • Internal and external audits • Industry information such as journal, newsletters and networking
Organisational health and safety records may include:	• Audit & inspection reports • Agendas and minutes of meetings of OHS Committees, work group and management meetings • Training records • Manufacturer's or supplier's information • Hazardous substances registers • Plant and equipment maintenance and testing reports • Workers compensation and rehabilitation records • First aid/medical records • Workplace environmental monitoring records
Reports identifying workplace hazards may be verbal or written and may include:	• Face to face • Phone messages • Notes • Memos • Specially designed report forms

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Critical aspects of assessment must include:	• Ability to communicate and consult with work group
	• Ability to develop, implement and maintain the organisational OHS policies and procedures
	• Ability to manage a systems approach to OHS
Method of assessment may include:	• Observation of performance
	• Written tasks
	• Interviewing and questioning
	• Formal appraisal systems
	• Staff/client feedback
	• Portfolio/CV
	• Supporting statement of supervisor(s)
	• Authenticated evidence of relevant work experience and/or formal/informal prior learning
	• Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment.
Concurrent assessment and relationship with other units:	It is expected that this competency may be applicable in combination with other industry, occupation or workplace-specific competencies. This unit will be assessed in the workplace in as holistic a manner as is practicable and may be integrated with the assessment of other relevant units of competency, e.g. teamwork and communication units
Other assessment advice – essential knowledge required includes:	Knowledge and understanding is required of the workplace OHS system sufficient to establish and maintain a system that has been designed by others.
	Competence includes sufficient literacy skills and the ability to:
	• Accurately understand and interpret relevant Commonwealth/State/Territory act and legislation
	• Work with risk assessment and/or other technical specialists in a team environment
	• Understand relevant legislation and acts that affect the operation
	• Knowledge of risk control strategies as applied to their area of work

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- Collect and analyse data from the workplace
- Convey and discuss analysis with relevant personnel and conduct needs analysis
- Design and convey organisational instructions, procedures and systems
- Communicate and report verbally and/or in writing with an aim to encourage continuous improvements
- Coach and mentor
- Solve problems

Other assessment advice – essential skills required include:	Competence must be demonstrated:

- In recognising potential situations that require action and then

- In implementing appropriate corrective action as much as possible to eliminate risk.

Consistent performance should be demonstrated. In particular look for evidence of:

- Awareness of all relevant workplace procedures including:
  - Hazard management policies and procedures
  - Workplace consultation
  - Job procedures and work instruction
  - Procedures for the use of personal protective clothing, equipment and/or duress alarms.
  - Emergency, fire and incident procedures
- Recognition and reporting of workplace hazards
- Implementation of work processes and practices to prevent or minimise risk
- Application of safe work practices
- Correct use of equipment according to organisational instructions
- Awareness that OHS issues are regulated by State/Territory acts, regulations, codes of practice and industry standards

These aspects may be best assessed using a range of scenarios/case studies/what ifs as the stimulus with a walk through forming part of the response. These assessment activities should include a range of routine problems that may have been generated from the past incident history of the workplace and hazardous incidents at similar workplaces within the sector and/or industry.

EVIDENCE GUIDE

Reading and writing skills - appropriate literacy competence is required to fulfil job roles in a safe manner and as specified by organisation/service.

- Communication skills - language competence required to fulfil job roles in a safe manner and as specified by the organisation/service. Assessors should look for skills in providing clear information, communicating with others including listening and attending to the input of others including the work group and accommodating the input into their demonstration of the competency

- Service/organisation may require competence in English or community language, depending on client group

- The ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource implications: Assessment will require access to:

- Broad guidance from top management

- Workplace health and safety policies and procedures

- Other related policies and procedures

- Relevant legislation and acts

- Duties statements and/or job descriptions

- Appropriate equipment, etc.

- Over an extended period of time, or a suitable method of gathering evidence of knowledge and understanding over a range of situations. A bank of scenarios/case studies/what ifs will be required as well as a bank of questions which will be used to check the reasoning behind the observable actions

- Within the limitations of employee, client and public safety, considerations must be given to workers whose literacy skills are limited and/or who are physically and/or intellectually disabled in certain sectors of the industry

Context of assessment:
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.

EVIDENCE GUIDE

Assessment may be conducted on more than one occasion to cover a variety of situations.

- Simulation to allow for timely assessment of parts of this competency may be required. Simulation should be based on the actual work setting and will include 'walk throughs' of the relevant competency components. Simulations may also include the use of case studies, scenarios and role plays.

- This unit of competency requires a body of knowledge which will be assessed through questioning and the use of 'what if' scenarios both on site (during demonstration of normal procedures and walk throughs of abnormal ones) and off site (e.g. in transit, home visits, telephone counselling, etc.). Assessment will occur over a range of situations that may include disruptions to normal smooth operations. A diversity of assessment tasks is essential for holistic assessment.

UNIT CHCORG1B   **Follow the organisation's policies, procedures and programs**

Unit Descriptor
Work is carried out according to organisation policies, procedures and programs.

ELEMENTS	PERFORMANCE CRITERIA
1. Follow organisational guidelines	1.1 Workplace instructions and policies are followed
	1.2 Organisational programs and procedures are supported within the job role
	1.3 Organisational resources are used for the purpose intended
	1.4 Clarification is sought and obtained when necessary
2. Work ethically	2.1 Decisions and actions are within the job description and are consistent with the organisational philosophy
	2.2 Prompt and consistent performance of duties is applied to all workplace activities
	2.3 Inappropriate gifts are not accepted
	2.4 Client resources and possessions are used for the purpose intended
	2.5 Care is taken to behave in a reasonable and careful manner at all times
	2.6 Confidentiality is maintained
	2.7 Difficulties in carrying out duties are reported to appropriate person/supervisor

RANGE STATEMENT

Organisational guidelines relevant to work role may include those relating to:

- Administrative systems of the workplace including: filing; record keeping; workplace programs and timetable management systems; use of equipment; staff rosters
- Workplace agreements
- Job descriptions
- Occupational health and safety
- Grievance procedures
- Confidentiality requirements
- Appropriate relationships with clients
- Gifts and gratuities

Workplace instructions and policies may be:

- Written or verbal

Reports may be:

- Notes
- Memos
- Records
- Letters
- Reports via phone
- Face-to-face reports

EVIDENCE GUIDE

Critical aspects of assessment:	Relevant policies, protocols, guidelines and procedures of the organisation in relation to workers activities are followed

Essential knowledge:

- Organisational policies, procedures and programs relating to the work role
- Organisational occupational health and safety policies and procedures
- Organisational philosophy

Essential skills: Language, literacy and numeracy competence appropriate to the requirements of the organisational policies and procedures. This may vary from listening skills when workplace instructions are delivered verbally, to reading skills when worker has to refer to an instruction manual. Language used may be English or community language

Resource implications:

- Access to appropriate workplace where assessment can be conducted or
- Simulation of realistic workplace setting for assessment

Consistency in performance:

- Assessment may include observations, questioning and evidence gathered from the workplace environment
- Assessment may be conducted on one occasion but must include normal range of workers' activities

Context of assessment: This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.

UNIT CHCORG3B   Participate in the work environment

Unit Descriptor
Work effectively as an individual and in work groups to contribute to achievement of organisational objectives.

ELEMENTS	PERFORMANCE CRITERIA	
1. Contribute to the effective operation of the workgroup	1.1	Job responsibilities of the worker and their contribution to service delivery is identified
	1.2	Work is carried out within defined job role and responsibilities
	1.3	Assistance and direction is sought and obtained as required
	1.4	Work complements that of others according to policies and rules of workplace practice
	1.5	Activities are completed to the standard expected in the workplace
	1.6	Carries out set tasks in a positive and courteous manner
	1.7	Resources needed to carry out own work duties are identified
	1.8	Shortages of resources are dealt with according to organisational practices
	1.9	Work area is kept well organised and safe in accordance with relevant standards/policies
2. Review and develop own work performance	2.1	Own work is monitored according to requirements for job quality and customer service
	2.2	Work requirements unable to be met are reported to supervisor
	2.3	A need for additional support to improve performance is communicated clearly to supervisor/appropriate person
	2.4	Need for training is reported to supervisor, if required
	2.5	Where appropriate, training is undertaken
	2.6	Support and supervision opportunities are undertaken as required

ELEMENTS	**PERFORMANCE CRITERIA**
3. Work cooperatively with others	3.1 Problem solving is used when necessary so that work is completed according to organisational policies and practices
	3.2 Workplace relationships respect individual differences of workers
	3.3 Work with others reflects understanding and application of the value of cultural differences and diversity
	3.4 Different roles and responsibilities are identified and respected
	3.5 Displays appropriate behaviour in the workplace likely to promote cooperation
	3.6 Information is shared with others in order to complete set activities
	3.7 Conflicts in the workplace are reported to supervisor
4. Contribute to the development of policies, practices and structures of an organisation	4.1 Concerns regarding administrative policies, practices and procedures are reported to supervisor
	4.2 Concerns regarding job responsibilities are reported to supervisor
	4.3 Information, ideas and suggestions are provided to supervisor when requested
	4.4 Participate in staff meetings/working groups, if required

RANGE STATEMENT

The contexts for working with others include:	• Full time, part time, casual employee of a government or non government organisation • Working within a voluntary capacity for an organisation
Working with others will be carried out within requirements established by:	• State and commonwealth legislation • Organisational policy and procedures • Relevant program standards
Organisational requirements/constraints may include:	• Time • Money • Other resources
Resources may be:	• Pamphlets • Cleaning equipment • Office supplies • Financial assistance for programs
Organisational practices dealing with shortages of resources may include:	• Telling a supervisor • Ordering more supplies • Writing submissions or requests for additional resources
Reports to supervisors may be:	• Provided in person or by telephone • Through discussion • Provided in writing or using workplace forms, e.g. Memos, notes • Email and electronic transfers
Communicating the need for additional support may be:	• In writing according to organisational practices • Conveyed in verbal exchanges • During meetings
Information shared with others may be:	• By note/message/memo • In person or by phone • Email and electronic transfers

RANGE STATEMENT

Policies, practices and procedures include those relating to:

- Equal employment opportunity
- Occupational health and safety
- Workplace harassment
- Grievance resolution
- First aid
- Infection control
- Workplace behaviour

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Critical aspects of assessment:	• Work is carried out within own role, responsibilities and organisational objectives in an effective manner • Worker interacts with both individuals and work groups in a cooperative manner
Interdependent assessment of units:	Assessment will be in conjunction with all other compulsory units in the package
Essential knowledge:	• Organisational mission, philosophy, organisation structure, policies and procedures • Legislation relevant to organisation and work carried out, including occupational health and safety
Essential skills:	• Awareness and understanding of effective teams operation • Time management and work planning • Basic negotiation • Effective communication and interpersonal skills
Resource implications:	• Access to appropriate workplace where assessment can be conducted or • Simulation of realistic workplace setting for assessment
Consistency in performance:	• Assessment may include observations, questioning and evidence gathered from the workplace environment, especially testimonials from colleagues • Assessment is recommended to be conducted on more than one occasion or information for assessment gathered over time • Assessment must include working with both individuals and work groups in the organisation/service
Context of assessment:	This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.

UNIT CHCORG5B   Maintain an effective work environment

Unit Descriptor

Meeting individual responsibilities within a work group.

ELEMENTS	PERFORMANCE CRITERIA
1. Work to achieve identified outcomes	1.1 Own work roles and responsibilities are defined and agreed with appropriate people
	1.2 Work plans are developed and implemented to ensure:
	– Desired outcomes are achieved
	– Objectives are met
	– Agreed timeframes are met
	– Compliance with relevant guidelines and procedures
	– Contingencies are managed
	– Duty of care responsibilities are met
	– Ethical practice
	– The work of the organisation is promoted
	1.3 Where appropriate to work role, an understanding of relevant legislation and awards is incorporated into work place practices and decisions
	1.4 Where relevant to work role, unpaid workers and others are provided with appropriate training, briefing and supervision
	1.5 Where problems arise in meeting work plans, action is taken as appropriate to re-negotiate or seek assistance
2. Establish and maintain appropriate work relationships	2.1 Effective communication and interpersonal skills are used to ensure all workplace interactions contribute to achievement of organisational objectives and promotion of the community services industry
	2.2 Workplace relations reflect consideration of the full range of individual and cultural differences
	2.3 Any issues related to the wellbeing of work colleagues are dealt with promptly and in accordance with organisational procedures
	2.4 Potential and actual conflicts in the workplace are handled to minimise disruption

ELEMENTS	PERFORMANCE CRITERIA
3. Facilitate operation of the workgroup	3.1 Active participation in all team processes is undertaken to ensure team objectives are met
	3.2 Individual responsibilities within the team are achieved to the identified standard and timeframe
	3.3 Individuals for whom the worker is responsible are informed of standards of workplace performance in an appropriate manner
	3.4 The range of individual skills and knowledge are developed and utilised to enhance team performance
	3.5 Appropriate effort is applied to maximise effective communication and to ensure issues are resolved within the team, and conflict is resolved
4. Review and develop own performance	4.1 Own performance is regularly monitored against workplans, organisational objectives and client needs
	4.2 Opportunities for formal and informal development of skills and knowledge are sought out and accessed to optimise performance

RANGE STATEMENT

Teams include:	• Formal and informal arrangements • Workgroups including members from outside the organisation
The context for creating, maintaining and enhancing productive working relationships includes with:	• Clients • Significant others • Unpaid workers • Staff for whom worker is responsible • Peers • Supervisors
Guidelines and Procedures include:	• Occupational health and safety • Equal employment opportunity • Harassment • First aid • Grievance management • Infection control • Workplace behaviours
Creating, maintaining and enhancing productive working relationships will be carried out within requirements established by:	• State and commonwealth legislation • Organisational policy, procedures and standards

EVIDENCE GUIDE

Critical aspects of assessment:	• Demonstrate effective team operation
	• Meet legal, legislative and industrial requirements
	• Undertake assessment of own training and development
	• Ability to manage conflict
Essential knowledge:	• Organisational mission, philosophy, organisation structure, policies and procedures
	• Legislation relevant to organisation and work carried out
	• Effective team management
Essential skills:	• Team building skills
	• Communication
	• Time management and prioritising
	• Work planning and evaluation
	• Interpersonal skills
Resource implications:	• Access to appropriate workplace where assessment can be conducted or
	• Simulation of realistic workplace setting for assessment
Consistency in performance:	• Assessment may include observations, questioning and evidence gathered from the workplace
	• Assessment may be conducted over one or more occasions
Context of assessment:	This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.

UNIT CHCORG6B   Coordinate the work environment

Unit Descriptor

Undertaking supervisory and coordinating activities in work groups in community service organisations.

ELEMENTS	PERFORMANCE CRITERIA

1. Contribute to and promote effective work practices

1.1 Effective ways of working to sustain ongoing health and morale are identified and implemented routinely

1.2 Work plans are developed and implemented to ensure:

- Client needs are addressed
- Desired outcomes are achieved
- Objectives are met
- Agreed timeframes are met
- Compliance with relevant guidelines and procedures
- Contingencies are managed
- Duty of care responsibilities are met
- Ethical and non discriminatory practices
- The work of the organisation is promoted

1.3 Strategies are developed and implemented in consultation with appropriate people to maximise work performance and outcomes, including addressing barriers and constraints

1.4 Where relevant to workrole, effective measures are implemented to ensure new and existing staff:

1.5 Are fully informed of what is expected of them

1.6 Are provided with appropriate orientation, induction and development opportunities

1.7 Contribute to ongoing review of workplace practices

1.8 Have written workplans which are regularly reviewed

1.9 All effort is made to implement processes and practices which promote cooperative work practices and maintain positive relationships with staff and management

1.10 Responsibility for own behaviour is taken and ways to developing effective working relationships are identified and implemented

ELEMENTS	PERFORMANCE CRITERIA
2. Promote effective workplace relations	2.1 Effective communication including open discussion and active listening is modelled and promoted in the workplace
	2.2 Potential and actual conflict situations are identified, and appropriate strategies to deal with these are developed and implemented, to minimise effects on the workplace and address rights and responsibilities of all parties
	2.3 Throughout conflict resolution processes access to appropriate support, mediation, facilitation and debriefing for parties is assured within organisational constraints
	2.4 Every effort is applied to resolve issues which may disrupt work unit activities
3. Facilitate work group activities	3.1 When conducting meetings the purpose is clarified, procedures are agreed, roles and responsibilities are negotiated, agreed timeframes are adhered to, and equality of participation and input by group members is maintained
	3.2 Feedback on operation of group processes is sought, suggestions for change encouraged and appropriate action implemented
	3.3 Feedback is provided in a supportive manner appropriate to individuals and the group
4. Develop and implement staffing processes as required	4.1 Confidentiality in relation to staff processes is maintained according to organisational policy and to protect individuals
	4.2 Planning is undertaken as appropriate to identify areas of need and proposals are developed to address them including resourcing staffing arrangement
	4.3 Participation in recruitment processes is undertaken as required
	4.4 If staff performance is unsatisfactory, counselling and support is provided to improve performance
	4.5 Staff performance issues are addressed as required in accordance with organisation's procedures
	4.6 Staff access to appropriate training is encouraged and facilitated to enable the achievement of outcomes in the workplace and organisation

ELEMENTS	PERFORMANCE CRITERIA
5. Advocate for workplace health and safety and fair employment practices	5.1 Commonwealth and state legislation and organisational guidelines relating to occupational health and safety, equal employment opportunities and anti discrimination in the workplace are made known, promoted and modelled to organisational staff and management
	5.2 Work practices are negotiated, developed and implemented within the above legislative and organisational guidelines
	5.3 Individual workers rights and obligations are documented and communicated in a manner and language that can be clearly understood by relevant parties
	5.4 Where there are breaches of relevant workplace legislation, timely and appropriate action is taken according to level of responsibility in the organisation

RANGE STATEMENT

Staffing requirements may cover the following staff:

- Permanent/casual
- Temporary/contract
- Paid/unpaid
- Full time/part time
- Trainees
- Secondments and work exchanges

Staffing proposals will include:

- Salary conditions
- Terms of engagement
- Hours of work
- Resources costs, equipment, office space, furniture, travel
- Implications for the organisation
- Outcomes and performance requirements
- Skills, education, experience
- Delegations, accountability
- Team members
- Supervision

Organisational policies and procedures will relate to:

- Administrative processes
- Management and decision making processes
- Recruitment and employment practices
- Grievance, complaints and discipline processes
- Occupational health and safety
- Accounting of income and expenditure
- Employment conditions
- Recruitment and termination practices
- Use of equipment and venue
- Training and development practices
- Career development and progression
- Contracts
- Accountability
- Induction
- Monitoring
- Rosters

RANGE STATEMENT

Management may be by:	• Voluntary community management committee
	• Board of management
	• Collective
	• Government program or unit director
	• Project management committee

EVIDENCE GUIDE

Critical aspects of assessment:
- Development of effective working relationships with all staff
- Positive communication with all staff
- Establishment of effective procedures to maximise staff work performance

Essential knowledge and skills of:
- Effective workplace communication
- Organisation policies and procedures
- Relevant industrial relations conditions, requirements and awards
- Broad implications of relevant legislation
- Legal, health and safety requirements as they relate to the organisation
- Computer hardware and software technology, as required by the workplace
- Recruitment techniques
- Basic contract management

Resource implications:
- Access to appropriate workplace where assessment can be conducted

Consistency in performance:
- Assessment may include observations, questioning and evidence gathered from the workplace
- Assessment should be gathered principally from material drawn from workplace or from work experience in a relevant simulation

Context of assessment:
It is recommended that this unit be principally assessed in the workplace

UNIT CHCORG7B   **Manage workplace issues**

Unit Descriptor

Implementing appropriate people management processes and structures to maximise work outcomes.

ELEMENTS	PERFORMANCE CRITERIA
1. Manage staff planning and recruitment	1.1 Staffing requirements are assessed and recommendations implemented in the context of available resources and organisational priorities
	1.2 Job specifications and position responsibilities are developed through appropriate consultation and agreement
	1.3 Staff are recruited as required using timely and appropriate processes and providing all relevant documentation as required by the organisation
2. Manage work allocation	2.1 Work allocations optimise the use of resources and the existing competencies of staff
	2.2 Team and individual responsibilities and authority are clearly defined, agreed and communicated
	2.3 Workers have appropriate access to, and are supervised by, the people best able to satisfy their agreed work and development needs
	2.4 Where work allocations prove to be unrealistic or organisational demands change, adjustments are made which minimise the impact on resources and client service delivery
	2.5 Mechanisms are put in place to continually evaluate and improve work practices
3. Evaluate workgroup effectiveness	3.1 Constructive feedback is provided in an appropriate way to maximise personal and organisational effectiveness and includes:
	– Recognising performance and achievement and encouraging self assessment
	– Keeping details of feedback sessions in line with organisational guidelines
	– Encouraging individuals to take responsibility for their own decisions and actions
	3.2 Where staff counselling is undertaken it is within organisational guidelines and to individual skill levels

ELEMENTS	PERFORMANCE CRITERIA
	3.3 Referrals are made to counselling services as appropriate
	3.4 All discussions with individuals are designed to encourage and assist them to take responsibility for their own decisions and actions
	3.5 Appropriate work is undertaken to address areas of potential conflict in a timely way so impact on workplace performance and relations is minimised
	3.6 Appropriate mechanisms are implemented to ensure the workplace is safe and healthy and bias and discrimination are minimised
4. Implement disciplinary and grievance procedures	4.1 Where disciplinary action is taken it meets organisational and legal requirements
	4.2 All records of such actions are kept according to organisational policies and procedures
	4.3 Appropriate grievance procedures are implemented
	4.4 Where difficulties arise in implementing action or procedures, advice is sought from appropriate sources and feedback is provided to contribute to evaluation processes

RANGE STATEMENT

The context for managing people includes:	• Management of a work unit project team organisation • Government/non government organisations
Managing people will be carried out within requirements established by:	• State and commonwealth legislation • Agency policy and procedures • Relevant program standards • Recognised good human resource management practice
Disciplinary and grievance procedures take place in a framework of:	• Statutory procedures • Organisational procedures including joint agreements between employers and employees

Counselling is concerned with matters of a personal nature which affect the individual's behaviour at work

EVIDENCE GUIDE

Critical aspects of assessment:	*Competency is to be demonstrated in:*
	• Planning and recruitment of staff
	• Allocating work
	• Managing and facilitating teams
	• Coaching, counselling of staff
	• Managing staff performance
Essential knowledge:	• Organisational objectives, policies and procedures
	• Human resource management theory, principles and practices
Essential skills:	• Team management
	• Effective interpersonal and communication skills
	• Managing people
Resource implications:	• Access to appropriate workplace where assessment can be conducted or
	• Simulation of realistic workplace setting for assessment
Consistency in performance:	• Assessment may include observations, questioning and evidence gathered from the workplace
	• Assessment may be conducted over more than one occasion or use material drawn from the workplace for a period of time
	• Assessment must include the range of management processes in the workplace
Context of assessment:	This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.

UNIT CHCORG20B   Promote and represent the service

Unit Descriptor

Promote and represent the organisation to the community.

ELEMENTS	PERFORMANCE CRITERIA
1. Promote community awareness of the clients, their needs and their importance	1.1 Presentations are prepared and delivered in a way appropriate to the target group
	1.2 Presentations are designed to be relevant to the concerns/interests of the target group
2. Promote the service to increase its profile in the community	2.1 Stakeholders and supporters in the community are identified and their particular interest and resources are identified
	2.2 Communications are targeted to areas where the profile needs raising or clarifying
	2.3 Opportunities for the community to view and contribute to the service are facilitated
	2.4 A range of materials and resources providing information to the community are prepared and used
	2.5 A range of different methods of promotion are used
	2.6 A strategy to review the profile of the service in the community is developed and in use
	2.7 Information campaigns are developed to address particular issues, as required
	2.8 Opportunities for involvement in the community are considered and utilised as relevant
	2.9 Staff participation in appropriate forums is encouraged
	2.10 Press and other publicity is utilised appropriately
	2.11 Accurate and positive information is provided to the community to develop a positive community image
3. Represent the service	3.1 The service's philosophy, purpose, policies and procedures are represented clearly and accurately
	3.2 Questions and concerns about the service are responded to and followed up
	3.3 The service's need for resources is represented to appropriate forums/organisations
	3.4 The perspective and experience of the service is represented to relevant forums

ELEMENTS	PERFORMANCE CRITERIA
4. Respond to negative publicity and perceptions, as required	4.1 Negative publicity and perceptions are analysed for potential outcomes and implications for the service
	4.2 Spokespersons are listened to carefully in order to develop an understanding of their position
	4.3 Advice is sought from stakeholders and supporters in the community if required
	4.4 A spokesperson is nominated to represent the service if required
	4.5 Communications used do not exacerbate existing negative perceptions
	4.6 Organisational policies are reviewed in light of issues raised, as appropriate
	4.7 A strategy to deal with negative publicity and perceptions is developed and implemented

RANGE STATEMENT

Promotion methods may include:

- Public speaking
- Articles and reports in local media
- Press releases
- Liaison
- Lobbying
- Leaflets
- Radio interviews
- Posters

Presentations may need to vary according to the needs of the target group. These variables may include:

- Age
- Language
- Cultural beliefs and practices

Aspects that may be promoted include:

- Needs for community support
- Contribution of families to the workplace and/or community
- Examples of achievements
- Breaking down stereotypes
- Dispelling myths
- Changing needs in the community with regard to child care needs

Promotion and representation of the service may be targeted to:

- The local community
- Specific stakeholders or key people
- Specific groups within the community
- Organisations who have a related role
- Existing and potential referral sources
- Parent groups
- Service users
- Government agencies
- Existing and potential funding sources
- Local schools etc.

RANGE STATEMENT

Representation may be required in a range of contexts such as:

- Meetings and forums
- Consultation processes
- Enquires to the service
- Training opportunities
- Conferences
- Parent seminars/evenings
- Community education

Managing negative publicity, as well as promoting a service may depend on:

The financial resources of the service/organisation

EVIDENCE GUIDE

Critical aspects of assessment:	Developing and delivering an effective and convincing promotion of the organisation

Essential knowledge:

- Current trends in client service delivery
- Range of child care services and their provision of service
- Ideas about issues where promotion is required relevant to the service
- Awareness of current issues/concerns/debates in the child care arena
- Relevant accreditation principles and service standards

Essential skills:

- Communication skills, both written and spoken
- Negotiation skills
- Conflict resolution skills
- Basic skills in presenting information clearly and with impact
- Commitment to service/field
- Networking skills
- Being able to listen to and investigate other points of view about children's services and their practices

Resource implications:

- Access to appropriate workplace where assessment can be conducted, or
- Simulation of realistic workplace setting for assessment

Consistency in performance:

- Assessment may include observation, questioning and evidence gathered from the workplace environment
- Assessment may be conducted on one or more occasions but should include demonstration of the critical aspects of assessment and include at least three different methods of promotion

Context of assessment: Assessment may be on the job or under simulation

UNIT CHCORG21B   **Act as a resource to other services**

Unit Descriptor

This unit describes the requirement for worker to act as a resource to other services.

ELEMENTS	PERFORMANCE CRITERIA
1. Identify needs/issues in consultation with the service	1.1 All relevant people/stakeholders are consulted to identify main issues and relevant information
	1.2 Different perceptions about issues are identified
	1.3 Contextual pressures, restraints and resources relevant to issues are identified
	1.4 Areas of common understanding are identified
2. Provide information and advice	2.1 Appropriate and relevant information materials are developed and provided in suitable formats and a timely manner to address issues and needs of services
	2.2 Meetings are organised and facilitated
	2.3 The confidence of workers in the services is appropriately safeguarded and developed
	2.4 Alternative processes/structures to improve the service are recommended
	2.5 Innovative models for service delivery are developed and communicated
	2.6 Services which can offer additional advice or information are identified and recommended
	2.7 Appropriate information is provided to extend people's awareness of potential outcomes and strategies
3. Develop and implement models and strategies, in consultation with the service	3.1 A range of options are discussed and an action plan is developed with relevant people
	3.2 A process for review and follow up is included in the plan
	3.3 Strategies are implemented with service personnel as requested and needed
	3.4 Resources to implement the action plan are identified and the service supported to gain them
	3.5 Demonstrations are provided as required to assist implementation of new approaches
	3.6 Appropriate support coaching is provided to develop necessary competence
	3.7 Mediation and negotiation is undertaken as required to assist in resolving any conflict

RANGE STATEMENT

Identification of needs/issues in the service may be via:	• Observation of environment, interactions, practices, equipment, program • Conversations • Meetings • Collecting and analysing data eg. promotional materials, demographic information, policies, programs • Analyse feedback from parents, community members etc. • Visiting service
Issues and needs of services may include:	• Development of administration and management structures and processes • Viability of service • Establishment of service • Communication difficulties • Unresolved conflict • Accountability
Information may be provided to the service through:	• Telephone • Regional/local meetings • Written materials • Face to face
Conflict may be between:	• Staff and management • Service and sponsoring body • Service and funding/legislative representative • Staff and staff • Service and community group

EVIDENCE GUIDE

Critical aspects of assessment:	• Capacity to integrate a range of current thinking and practice in the area of service delivery to define an operational framework which meets client needs and is consistent with organisational practice
	• Capacity to act as an expert to influence others

Essential knowledge:	• Management structures and processes relevant to the service type
	• Industrial relations-explain/interpret award, rights and responsibilities of different parties, places to contact for advice
	• Legislative requirements for service type
	• The development of policies and procedures
	• Employment processes
	• Budgeting, taxation, superannuation, wages
	• Role of external resource person
	• Up-to-date knowledge of issues in the sector
	• Group dynamics of teams
	• Organisational cultures
	• Occupational health and safety
	• Resources required
	• Relevant accreditation principles and service standards

Essential skills:	• Conflict resolution and mediation
	• Monitoring, coaching, demonstrating
	• Promotion of services
	• Meetings-chair, facilitate
	• High level communication skills
	• Developing written information resources
	• Research information that is required
	• Reflective practice-awareness of personal bias
	• Submission writing
	• Lobbying

EVIDENCE GUIDE

Resource implications:	• Access to appropriate workplace where assessment can be conducted, or
	• Simulation of realistic workplace setting for assessment
Consistency in performance:	• Assessment may include observation, questioning and evidence gathered from the workplace environment
	• Assessment may be conducted on one or more occasions but should include demonstration of the critical aspects of assessment and include at least tree different methods of promotion
Context of assessment:	Assessment may be on the job or under simulation

UNIT CHCORG22A   **Contribute to service delivery strategy**

Unit Descriptor
Work is carried out according to organisational guidelines/clients.

ELEMENTS	PERFORMANCE CRITERIA
1. Carry out work activities according to organisational procedures	1.1 Responsibilities are identified and followed
	1.2 Difficulties in carrying duties as required are reported
	1.3 Advice and direction is obtained when appropriate
	1.4 Contribute to feedback processes as part of organisation improvement
2. Contribute to implementation of service delivery	2.1 Contribute information when the client service is reviewed
	2.2 Maintain documentation according to continuous improvement processes
	2.3 Operate according to organisation's procedures.

RANGE STATEMENT

Organisational procedures may include:	• Plan of care • Program plan • Workplace practices • Care plan • Code of conduct
Changes in needs and circumstances may include:	• Behaviour • Physical capabilities • Financial • Emotional • Family support • Housing

Reports may be verbal or written and may be:	• By telephone
	• Face to face
	• Verbal 'handovers' at the end of a shift
	• Written
	   − Notes
	   − Memos
	   − Reports
	   − Client records

Appropriate persons from whom advice might be sought include:	• Colleagues • Immediate supervisor • Registered or enrolled nurse • General practitioner • Other health workers • Administrator • Relatives

EVIDENCE GUIDE

Critical aspects of evidence: Contributes information and opinions to service delivery strategy

Essential knowledge:

- Own role and responsibilities delivery services
- Quality improvement processes of the organisation
- Roles and responsibilities of other workers
- Relevant policies, protocols, and practices of the organisation in relation to own work activities
- Basic knowledge of service delivery methodologies
- Basic knowledge of development processes
- Identification of the main needs of specific client groups
- Different religious, cultural, spiritual, physical and ceremonial perspectives
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required. Including:
    - Alcohol and other drugs
    - Cultural and linguistic diversity
    - Risk of self harm
    - Women
    - Men
    - Community education
    - Aboriginal and Torres Strait Islanders
    - Mental health

Essential skills:

- Oral communication skills (language competence) required to fulfil organisational procedures. Language used may be English or community language.
- Written communication skills required to fulfil organisational procedures. These may vary from writing a few sentences on a work topic to completing forms. Literacy competence may be required in English or community language

EVIDENCE GUIDE

Resource implications:	• Access to appropriate workplace where assessment can take place
	• Simulation of realistic workplace setting for assessment
Consistency in performance:	Assessment may be gathered over one assessment period
Context of assessment:	This unit is recommended to be assessed in a workplace setting or one that accurately simulates workplace conditions under the normal range of workplace conditions

UNIT CHCORG23B   Coordinate work

Unit Descriptor
Perform work within a legislative and ethical framework to ensure the provision of high quality service delivery which supports the rights and interests of clients.

ELEMENTS	PERFORMANCE CRITERIA
1. Demonstrate commitment to the delivery of high quality services to clients	1.1 All work undertaken demonstrates consideration and understanding of the context, models of service delivery, underpinning values and philosophy of the sector
	1.2 All work undertaken is consistent with relevant current policies and legislative requirements
	1.3 All work reflects an understanding of the issues facing clients and their carers
	1.4 All work in the sector demonstrates a commitment to access and equity principles
2. Develop and implement a framework for quality service delivery	2.1 Strategies are devised to ensure the delivery of high quality services which continue to reflect best practice
	2.2 Protocols and procedures are established and implemented for managing service delivery to reflect best practice in working in the community services industry
	2.3 Barriers within the organisation which impact on the delivery of a high quality service delivery are identified and addressed
	2.4 Procedures implemented for management of service delivery are regularly updated to reflect current best practice, relevant legislative changes, and changing client needs

RANGE STATEMENT

Context includes:	• Statutory framework within which work takes place
	• Historical context of work changing social context of work e.g. consumer-centred approach, changing government and societal views, approaches to working with clients,
	• Political context, e.g. government policies and initiatives affecting clients
	• Economic context, e.g. the current economic situation as it relates to and affects clients and the subsequent impact on client needs
The underpinning values and philosophies of the sector may include:	• A holistic and client / consumer-centred approach
	• Community education
	• Promotion of mental health and wellbeing
	• Early intervention
	• Targeting of appropriate services
	• Commitment to meeting the needs and upholding the rights of clients
	• Commitment to empowering clients
Policy and legislative requirements include:	• Corporations Law
	• Disability Discrimination Act
	• Equal Employment Opportunity principles
	• Freedom of Information Act
	• Guardianship Act
	• Individual rights
	• Medical Act
	• Medication regulations
	• Nurses Act
	• Pharmacy Act
	• Poisons Act
	• Privacy Act
	• Residential Aged Care Service Standards
	• Aged Care Act 1997
	• Others

RANGE STATEMENT

Issues may include:	• Access to community resources
	• Changing needs for physical comfort, sleep and rest
	• Death, grieving and loss
	• Need for support and care
	• Development
A commitment to principles of access and equity includes:	• Creation of a client oriented culture
	• A non discriminatory approach to all people using the service, their family and friends, the general public and co workers
	• Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social
Rights include principles expressed in:	• Charters of rights
	• Outcomes standards documents
	• General human rights
	• Freedom from discrimination
	• Freedom of information
	• Outcomes standards
	• Service standards
Rights may be detailed in:	• Resident handbooks
	• Mission statements
	• Legislation
	• Industry and organisational service standards
Rights may include:	• Privacy
	• Confidentiality
	• Common law
	• To be treated in a dignified, safe and comfortable manner
	• To express own feelings
	• Freedom of association
	• Choice to participate
	• Access to complaint mechanisms

RANGE STATEMENT

Needs may include:	• Personal
	• Security
	• Safety
	• Financial
	• Accommodation
	• Social
	• Recreational
	• Physical comfort
Service delivery may include:	• Care and support
	• Community development and education
	• Health promotion
	• Case management
	• Working with families
	• Peer support/self help
	• Residential services
	• Respite care
	• Home based support
	• Unpaid work
Strategies may include those to address:	• Management systems, staffing and organisational development
	• Health and personal care of the client
	• Client lifestyle
	• Physical environment and safety systems
	• Accreditation
	• Service standards
	• Continuous improvement
	• Visitors
Protocols may include:	• Communication with clients
	• Assessment of client needs
	• Collection, recording and reporting of information
	• Processes for decision making for consideration of client needs

RANGE STATEMENT

Barriers may include:
- Negative personal attitudes and values of staff
- Organisational procedures and practices
- Client service strategies
- Social, cultural and religious
- Physical
- Economic

EVIDENCE GUIDE

Critical aspects of assessment:

- Understanding of accountability and responsibility to perform work within legislative and ethical frameworks

- Work provides and supports a high quality of care for aged people

- Upholds and supports the rights and interests of aged people in the workplace

Essential knowledge:

- Holistic and client centred care

- Consumer needs and rights including duty of care

- Principles of client empowerment/disempowerment

- Principles of access and equity

- Current issues facing clients and existing services to address their needs and rights

- Principles and practices of confidentiality

- Knowledge specific to working with people from culturally and linguistically diverse backgrounds

- Knowledge specific to working with people at risk of self harm

- Organisational policies, practices and programs relating to the work role

- Organisational occupational health and safety policies and procedures

- Organisational philosophy and guidelines

- Rights and responsibilities of the aged person

- Understanding of stereotypes of ageing

- Awareness of own attitudes to ageing

- Awareness of discriminatory actions

- Common health problems of the aged and their effects including dementia and sensory disability

- Common risks to safety

- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required (e.g. palliative care).

EVIDENCE GUIDE

Essential skills:	• Interpersonal communication with clients and other stakeholders. Communication may involve both oral and written communication skills, and will depend on the requirements to fulfil the job role as specified by the organisation/service. Language used may be English or a community language, depending on the client group
	• Literacy and numeracy competence required to fulfil organisational reporting requirements and according to the literacy support available in the workplace. Literacy support may include the use of dictionaries, explanations of medical terminology
	• Program development, review and revision
	• Counselling
	• Resource management and financial accountability
Resource implications:	• Access to appropriate workplace where assessment can be conducted, or
	• Simulation of realistic workplace setting for assessment
Consistency in performance:	Assessment could be conducted in one time period but must include a range of aged people's rights, needs and interests identified in the Range Statement
Context of assessment:	This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

UNIT CHCORG25B   Recruit and coordinate volunteers

Unit Descriptor

This unit deals with developing and supporting volunteer workers in an agency.

ELEMENTS	PEFORMANCE CRITERIA	
1. Identify the need and roles for volunteers in the organisation	1.1	Potential roles for volunteers are identified
	1.2	Roles are discussed and agreed upon by management
	1.3	Role descriptions are developed
	1.4	Processes for support of volunteers are identified
2. Recruit volunteers	2.1	Volunteers are sought through advertising in relevant media and community networks
	2.2	Interviews with potential volunteers are arranged and completed
	2.3	Selections are made and management advised
	2.4	Successful volunteers are advised of their selection
	2.5	Where necessary, a waiting list of appropriate applicants is maintained
	2.6	An on-going recruitment program is implemented as required
3. Orientate volunteers to organisation	3.1	Volunteers are provided with an orientation to the organisation
	3.2	Training for specific role is provided in a manner appropriate to the needs and resources of the organisation
4. On-going support of volunteers is provided	4.1	Regular meetings of volunteers are established
	4.2	A review of roles and performance is regularly undertaken
	4.3	Individual support and debriefing is provided when necessary

RANGE STATEMENT

Volunteers may include:	• Unpaid workers who are in paid employment elsewhere
	• Unpaid workers who are not in paid employment
Roles of volunteers may include:	• Agency management
	• Direct service including reception, telephone advice lines, service user support

EVIDENCE GUIDE

Critical aspects of assessment:	Volunteer recruitment and coordination meets both the needs of the organisation and support requirements for volunteer roles

Essential knowledge:

- The impact of cultural or community attitudes on appropriate roles, relationships and approaches of the volunteer worker
- The implications of differences in attitudes and values in working in the agency
- Relevant legislation and public policies relating to the employment of unpaid workers

Essential skills:

- Coordination of people, processes and information
- Provision of support to a diverse range of people
- Conflict resolution/negotiation and mediation
- Cross cultural communication and negotiation
- Verbal and written communication

Resource implications:

- Access to appropriate workplace or community where assessment can take place; or
- Simulation of realistic workplace or community setting for assessment

Consistency in performance:	Consistency in performance should consider the volunteer recruitment and coordination requirements of the workplace
Context for assessment:	This unit can be assessed in the community or in a simulation which relates closely to the experience of the workplace and the community

UNIT CHCORG26A   Manage a service level agreement

Unit Descriptor
This unit describes knowledge and skills required to develop, implement and evaluate formal client support agreements and partnerships between generalist housing providers and specialist support providers.

ELEMENTS	PERFORMANCE CRITERIA
1. Investigate partnership opportunities	1.1 Information on potential partners is gathered and analysed
	1.2 Partners are targeted according to the organisations needs analysis and strategic directions where appropriate
	1.3 Contact is made with relevant partner organisations
2. Negotiate support agreement terms and conditions	2.1 Negotiations are conducted so that a partnership focus is maintained and the client's interests are protected
	2.2 Negotiations are conducted in a flexible manner within previously determined parameters
	2.3 Roles and responsibilities of each partner are clearly defined, including level and type of support
	2.4 Confidentiality and privacy issues are addressed where appropriate
	2.5 Dispute resolution issues are addressed
	2.6 Protocols for communication are developed and followed
	2.7 Service support agreement is signed
3. Implement support agreement	3.1 Regular meetings are negotiated and scheduled with partners as appropriate
	3.2 Clients are consulted at all stages of implementation
	3.3 Disputes resolution strategies are developed and used where necessary
	3.4 all reporting requirements are met in accordance with organisational procedures

ELEMENTS	PERFORMANCE CRITERIA
4. Evaluate support agreements	4.1 Criteria for evaluation of partnership are developed
	4.2 Client feedback is sought in the evaluation process
	4.3 Performance is measured against agreed to criteria
	4.4 Support agreements are amended and re-negotiated with partner organisation where appropriate

RANGE STATEMENT

Partner organisations may include but are not limited to:	• Women's refuges
	• Social housing providers
	• Youth refuges
	• Aboriginal services
	• Mental health teams
	• Disability services
	• NESB services
	• Education providers
	• Migrant resource centres
	• Local councils
	• Drug and alcohol services
	• Charities and welfare agencies
	• Juvenile justice
	• Area health services
Documentation could include but is not limited to:	• Partnership contract/service agreement
	• Promotional material
	• Protocols
	• Dispute process
Relevant legislation may include, but is not limited to:	• Privacy legislation
	• Residential Tenancy legislation
Support may include:	• Visits
	• Participation in case conferences
	• Telephone contact
	• Education
	• Exchange of reports
	• Life skills training
	• Emotional support
	• Social support
	• Legal support
	• Referral to other agencies

EVIDENCE GUIDE

Critical aspects of assessment must include:	• Facilitation of effective work relationships with relevant organisations
	• Ability to negotiate, develop and sign off on a partnership contract
	• Demonstrated understanding of organisational and community needs
Essential knowledge required includes:	• Funding guidelines
	• Referral networks
	• Confidentiality and Privacy Act
	• Support needs of clients
	• Community needs and key issues
	• Relationship between service providers
Essential skills include:	• Negotiation
	• Analysis
	• Facilitation
	• Communication
	• Networking
	• Referral skills
Resource requirements include:	• Access to appropriate workplace where assessment can take place; or
	• Simulation of realistic workplace setting for assessment
Method of assessment:	• Observation
	• Written assessment
	• Case studies
	• Evidence of materials developed in the workplace
	• Questioning
Context of assessment:	Evidence must include observation in the work environment or in a simulated work setting

UNIT CHCORG27A   Provide mentoring support to colleagues

Unit Descriptor
This unit deals with the skills and knowledge required to act as a mentor to other individuals in the industry or workplace. This role is carried out by those with significant workplace experience.

ELEMENT	PERFORMANCE CRITERIA
1. Establish a relationship with mentoree	1.1 Use effective communication styles to develop trust, confidence and rapport
	1.2 Make agreements on how the mentoring relationship will be conducted including:
	− The amount of time involved for both parties
	− Confidentiality of information
	− Scope of issues to be covered
	1.3 Discuss and clarify expectations and goals with mentoree
2. Offer mentoring support	2.1 Assist the mentoree to identify and evaluate options to achieve agreed goals
	2.2 Share personal experiences and knowledge with the mentoree to assist in progress towards agreed goals
	2.3 Encourage the mentoree to make decisions and take responsibility for the courses of action or solutions under consideration.
	2.4 Provide supportive advice and assistance in a manner which allows the mentoree's to retain responsibility for achievement of their own goals
	2.5 Recognise and openly discuss changes in the mentoring relationship
	2.6 Make adjustments to the relationship to take account of the needs of both mentor and mentoree

RANGE STATEMENT

This unit applies to all community services areas. The following explanations identify how this unit may be applied in different workplaces, sector and circumstances.

Mentors and mentorees may work within the same or different organisations.	• The mentoring process may apply to any area of organisational or professional endeavour.
	• Expectation and goals for mentoring may include:
	− Acquisition of specific skills
	− Progress with overall development
	− Individual professional and personal development
Changes in the mentoring relationship may include:	• Inability of one party to continue participation
	• Identification of a need for assistance from others with different skills
	• Achievement of goals and decision to conclude the relationship
	• Changes in the dynamic of the relationship

EVIDENCE GUIDE

Essential knowledge and skills to be assessed	The following knowledge and skills must be assessed as part of this unit:

- An understanding of mentoring, its role and potential benefits
- Communication skills in relation to listening supportively, questioning, providing feedback constructively, challenging limitations and non-verbal communication
- Significant knowledge and experience of the area of practice in which the mentoree operates

Linkages to other units	This unit must be assessed alone

Critical aspects of assessment	Evidence of the following is critical:

- Understanding the role and benefits of mentoring
- Ability to use significant workplace knowledge and experience to assist another individual to achieve his or her agreed goals
- Application of effective communication styles

Context of assessment and resource implications	Assessment must ensure:

- Activities conducted over a period of time in which the candidate provides mentoring support for a less experienced colleague

Assessment methods	Assessment methods must be chosen to ensure that mentoring skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- Evaluation of reports detailing mentoring activities undertaken by the candidate (taking account of confidentiality issues)
- Interview with the mentoree to evaluate the mentor's skills
- Oral or written questions to assess knowledge of the key concepts of mentoring
- Review of portfolio's of evidence and third party workplace reports of on-the-job performance by the candidate

UNIT CHCORG29A   Provide coaching and motivation

Unit Descriptor

This unit deals with the skills and knowledge required to provide on-the-job coaching to clients or colleagues. This unit has no parity with National Workplace Trainer standards, but reflects the situation in many community services workplaces where 'buddy' systems and on job coaching are extremely common.

ELEMENT	PERFORMANCE CRITERIA	
1. Prepare for on job coaching	1.1	Identify the need for coaching based on a range of factors.
	1.2	Identify individual coaching needs through discussion with the client or colleague to be coached
	1.3	Where appropriate, organise with the client or colleague a specific time and place for coaching in accordance with organisational policy
	1.4	Identify specific coaching needs through observation and evaluation of specific on-the-job procedures
2. Coach on the job	2.1	Explain to the colleague the overall purpose of coaching
	2.2	Explain and demonstrate the specific skills to be coached.
	2.3	Communicate clearly any Essential knowledge required.
	2.4	Check the client/colleague's understanding.
	2.5	Provide the client/colleague the opportunity to practise the skill and ask questions
	2.6	Provide feedback in a constructive and supportive manner
3. Follow up coaching	3.1	Monitor progress with new skills in the workplace and provide supportive assistance as required.
	3.2	Report progress to the appropriate person as required.
	3.3	Identify performance problems or difficulties with the coaching and rectify them or refer them to the appropriate person for follow-up.

RANGE STATEMENT

Factors which could influence the decision whether or not to conduct coaching may include:	• Request for coaching from client, colleague or workplace personnel • Own observation and workplace experience • Direction from other colleagues • Consent for coaching gained from client/colleague
Coaching sessions could be conducted in a range of contexts including:	• On-the-job during work hours • Before or after work • In a simulated location away from the actual workplace
Skills to be coached are generally those which do not require formal or extended training sessions but which are short, commonly-used tasks such as:	• Client/customer service skills • Technical or practical skills such as operating equipment or completing documentation • Selling or promoting products and services • Job seeking and interview skills • Project management skills
Essential knowledge required to carry out tasks or undertake skills effectively such as:	• Knowledge of products or services • Principles underpinning skills such as communication • Reasons for undertaking various tasks • Legislative or occupational health and safety requirements
Performance problems or difficulties may be due to	• Shyness or lack of confidence • Breakdown in communication • Language or cultural barriers • Insufficient opportunity to practise • Inappropriate circumstances for coaching • Inadequate modification to match client's learning style or needs

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EVIDENCE GUIDE

Critical aspects of assessment:	• Ability to provide supportive on job coaching with constructive and supportive feedback
	• Clarity in communication
	• Knowledge of basic training principles
	• Providing non- judgmental education or client contact
	• Demonstrated understanding of own attitudes and values

Essential knowledge and skills: The following knowledge and skills must be assessed as part of this unit:

- Competency in the skill being coached
- Basic principles of coaching and adult learning principles (e.g. Explanation, demonstration, review, trainee explanation, trainee demonstration, feedback)
- Coaching session procedures including planning, conducting and reviewing session
- Planning procedures for staff practice opportunities
- Communication skills, specifically the use of questioning techniques and clarity in oral communication

Essential skills:

- Ability to monitor own attitudes and values
- The skill to create a positive learning environment
- The skill to develop, implement and evaluate competency based training programs
- Working with cultural and linguistic diversity
- Ability to analyse relevant technical or service processes
- Impact of disability on work skills or abilities
- Communication and consultation with clients, colleagues and workplace personnel

EVIDENCE GUIDE

*Context of Assessment and
Resource Implications*

Assessment must ensure:

- Project or work activities that allow the candidate to demonstrate coaching skills under normal workplace conditions including real work tasks to coach others in, use of suitable equipment and materials.

- For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Assessment methods must be chosen to ensure that communication skills can be practically demonstrated on more than one occasion, over time to demonstrate the full range of skills and contexts. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- Direct observation of the candidate coaching a colleague in a required work skill

- Role plays in which the candidate demonstrates training and coaching techniques, or communication skills such as questioning and providing feedback

- Questions about training principles

- Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

UNIT CHCPOL1A   Participate in policy development

Unit Descriptor
Participate in research and consultation processes which inform policy development.

ELEMENTS	PERFORMANCE CRITERIA
1. Assist in the policy development of the organisation	1.1 Information on impact of organisational policies on clients and relevant others is provided to supervisor when requested
	1.2 Views and opinions of clients and relevant others are provided to supervisor when requested
	1.3 Concerns regarding job responsibilities are reported to supervisor
	1.4 Suggestions on changes to policy are related to supervisor when requested
2. Contribute to collection of data for research purposes	2.1 Undertake data collection in the manner prescribed
	2.2 Research and consultation with clients and relevant others is carried out under guidance of supervisor
	2.3 Organisational policies and procedures are to be followed when conducting research and consultation
	2.4 Research and consultation is completed within established timeframes
	2.5 Information is gathered in a manner which respects cultural and individual differences
	2.6 Confidentiality of information gathered is maintained
	2.7 Information gathered is provided to supervisor in the format requested

RANGE STATEMENT

Information and feedback for policy development processes may be provided:	• Verbally • Or written • At formal or informal meetings
Relevant others may be:	• Family members • Other services
Consultation with clients may be:	• In language appropriate to the client group spoken, signed, gestures • Using oral, written or visual methods • Using third party translator/interpreter
Research and information may be sought on:	• Emergencies • Occupational health and safety • Referrals • Reporting • Philosophy • Goals, objectives, targets • Recording • Accountability • Code of conduct and ethical behaviour • Duty of care
Research and consultation may include:	• Asking set questions as specified by supervisor • Helping client or relevant others to fill in a questionnaire

EVIDENCE GUIDE

Critical aspects of assessment:	• Worker should demonstrate participation in policy development:

> – In relation to the worker's own area of responsibility
>
> – Employing either verbal or written means to provide information and feedback
>
> – As part of a team, or as required in the workplace

Essential knowledge:	• Organisational policies impacting on the worker's own area of responsibility
	• Aspects of government policies directly related to own area of responsibility
	• The limits of the worker's role and competence

Essential skills:	• Questioning and clarification, on a familiar workplace issue/topic/research policy. Language used may be English or a community language
	• Report writing, on a familiar workplace issue/topic/research policy. Reports may vary in complexity from filling in a set form to writing a short report. Literacy support available in the workplace to complete reports may vary from support and assistance from a supervisor to no support available. Language used may be English or community language
	• Group participation

Resource implications:	• Access to appropriate workplace where assessment can be conducted, or
	• Simulation of realistic workplace setting for assessment

Consistency in performance:	• Assessment may include observations, questioning and evidence gathered from the workplace environment
	• Assessment may be conducted on one occasion but should include demonstration of the critical aspects of assessment

EVIDENCE GUIDE

Context of assessment: This unit is most appropriately assessed in the
workplace or in a simulated workplace and under the
normal range of workplace conditions

EVIDENCE GUIDE

UNIT CHCPOL2A   Contribute to policy development

Unit Descriptor
Develop and analyse policies which impact on the client group and the work of the organisation.

ELEMENTS	PERFORMANCE CRITERIA
1. Review existing policies	1.1 Relevant organisational and other policies are identified and assessed for their relevance and effectiveness to the organisation's objectives
	1.2 Clients and other stakeholders are consulted about their views on policies
	1.3 Reviews of policies are documented and presented in a format appropriate to the purpose of the review, the context, and the receiver
2. Contribute to research for policy advice	2.1 Research and consultation strategies appropriate to the worker's role in the research process are identified, planned and implemented within time frames, resource constraints and agreed processes
	2.2 Research and consultation outcomes are collated, reported and presented in a format appropriate to the research process, the purpose of the research, the context and the receiver
	2.3 Factors impacting on the quality or outcomes of the research or consultation are identified and incorporated in reports
3. Provide briefing materials on policy issues	3.1 Briefing materials are prepared as required in a format appropriate to the audience, the purpose and the context
	3.2 On the worker's and organisation's role and expertise are drawn on for briefing materials
	3.3 Reasoned argument and evidence are incorporated into briefing materials

ELEMENTS	PERFORMANCE CRITERIA
4. Promote informed policy debate	4.1 Strategies to stimulate informed debate appropriate to the worker's role in policy development, community education or client service delivery are identified in consultation with other workers and management
	4.2 Strategies to stimulate informed debate are implemented within time frames, resource allocations and agreed processes
	4.3 Where necessary, strategies are implemented to translate policy materials into language/s easily understood by clients and other stakeholders
	4.4 Strategies are developed which enable exchange of views and information between policy initiators, clients and other stakeholders

RANGE STATEMENT

Policies are those which are relevant to the delivery of services by the organisation and could include those developed internal or external to the organisation.

Research undertaken could be:	• Survey
	• Qualitative
	• Quantitative

Information gathering and consultation techniques may include:	• Interview structured, semi-structured and unstructured, group and individual
	• Conversation by phone or face to face
	• Observation and listening
	• Collection of materials, e.g. Printed material and videos
	• Attendance at workshops, meetings and forums
	• Questionnaires and other basic survey instruments

Strategies to promote informed debate will involve:	• Employing a range of communication styles, modes and media
	• Employing any of the consultation techniques identified in the Range Statement
	• Employing networking strategies

EVIDENCE GUIDE

Critical aspects of assessment:	• Application to policies within own organisation
	• Application to policies within networks or associations
	• Policies directly related to own work role and areas of expertise
	• Application for target groups relevant to the organisation
	• Involvement with stakeholders relevant to the organisation and the policy issue under consideration
Interdependent assessment of units:	This unit may be assessed with
	• CHCPOL3A Undertake research activities
Essential knowledge:	• Organisational policies impacting on the worker, the organisation and its target groups
	• Government and other policies impacting on the issue under consideration, and the organisation and its target groups
	• The contexts for policies, people and the organisation
	• Research and consultation techniques
	• The limits of the worker's own role and competence and the organisation's role
Essential skills:	• Analysis of evidence and arguments
	• Reasoning, including identification of implications and consequences of particular courses of action
	• Applied consultation and research methodologies
	• Report writing, including translation of complex concepts into simple language or images
	• Public speaking addressing a group
	• Group participation
Resource implications:	• Access to appropriate workplace where assessment can be conducted, or
	• Simulation of realistic workplace setting for assessment

EVIDENCE GUIDE

Consistency in performance:
- Assessment may include observations, questioning and evidence gathered from the workplace
- It is recommended that assessment take place on one or more than occasions to enable assessment of all aspects of policy development to take place

Context of assessment:
This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.

UNIT CHCPOL3A   Undertake research activities

Unit Descriptor
Implement research relevant to operations of the organisation.

ELEMENTS	PERFORMANCE CRITERIA
1. Prepare a research plan	1.1 The views and interests of stakeholders are reflected in the research methodology and it and is compatible with ethical considerations
	1.2 The research methodology is selected for suitability to the needs, purposes and resources and maximising credibility of outcomes
	1.3 Research strategies are selected and used which are appropriate to the client group, the subject matter being researched, the resources available and the outcomes sought
	1.4 Strategies for validating research outcomes are incorporated within the research plan
2. Implement appropriate research strategies	2.1 Resources needed to conduct research are determined and allocated
	2.2 All relevant information is collected in a timely manner and recorded and stored to ensure validity, confidentiality and security
	2.3 A representative range of people and groups with an interest in the issues is identified and consulted in appropriate ways to ensure the validity of outcomes
	2.4 Consultation is undertaken according to the agreed practices and protocol of own and other agencies
	2.5 Consideration of cultural sensitivities and ethical issues is imbedded in all consultation
3. Organise and analyse information	3.1 Information is organised in a form which allows analysis and is suitable for the purpose of the research
	3.2 Patterns and explanations developed are derived from the data to ensure validity and reliability

ELEMENTS	PERFORMANCE CRITERIA
4. Report the findings of the research	4.1 Complete and accurate details of the research methodology, information and analysis are reported in an accessible and useable style and format
	4.2 Opportunities are provided for the validation of the research findings
	4.3 The results of the research are reported and made available to all relevant stakeholders

ELEMENTS   **PERFORMANCE CRITERIA**

RANGE STATEMENT

The contexts for undertaking research may include:	• Preparation of a range of organisational information for policy development, strategic planning, marketing and promotion services, planning new services, reviewing existing services, providing advice to management
	• Responsibility for research specific to a service, its clients, interests and relationship with the wider community
	• Responsibility for research for specific client interests and issues
Key people or stakeholders may be:	• Within the organisation
	• In other areas of delivery and other services, agencies
	• In the education/training field
	• Other specialists
	• Management
	• Community leaders
	• Clients of the service delivery

EVIDENCE GUIDE

Critical aspects of assessment: Carrying out research activities that are directly relevant to the organisation

Essential knowledge:

- Current and suitable research methodologies
- Consultation methods, protocols and practice
- Information systems, manual and electronic
- Report presentation
- Cultural implications of research methods
- Cultural analysis of information
- Cultural knowledge and ownership issues

Essential skills:

- Consultation methods
- Complex communication
- Negotiation with a wide range of known and unknown stakeholders
- Interpretation and analysis of data
- Networking
- Written/oral presentation

Resource implications: Access to appropriate workplace where assessment can take place

Consistency in performance:

- Assessment may include observations, questioning and evidence gathered from the workplace
- It is recommended that assessment take place on one or more occasions but must include all aspects of research activities - preparing, implementing, analysing, and reporting on research

Context of assessment: This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.

UNIT CHCPOL5A   Manage research activities

Unit Descriptor
Initiate, manage and act upon research and the resultant recommendations.

ELEMENTS	PERFORMANCE CRITERIA
1. Initiate research efforts	1.1 The need for further research is identified and defined and proposals developed in consultation with relevant stakeholders
	1.2 Research concepts, designs and proposals are developed and tested with relevant stakeholders according to needs, timeframes, resources and desired outcomes
	1.3 The feasibility of research proposals is assessed against determined criteria
	1.4 Opportunities are provided to encourage participation in research activities
	1.5 Issues related to ethics, validity and reliability are incorporated in research designs
2. Identify and acquire resources	2.1 Strategies are devised and implemented to obtain and make use of the necessary human, financial and physical resources to ensure research outcomes
	2.2 All written and oral submissions are made to obtain the resources and address the standard requirements of funding and the usual practice of the organisation
3. Supervise research being undertaken	3.1 A work plan and budget is implemented taking account of resource and time constraints and negotiated with all research workers, and participants, if relevant
	3.2 Progress against the work plan and budget is monitored on a regular basis and changes made as necessary
	3.3 Opportunities for feedback, support, advice and debriefing for research workers are created and acted on to ensure the quality of the outcomes
	3.4 Opportunities are created for stakeholders to evaluate the research findings and process

ELEMENTS	PERFORMANCE CRITERIA
4. Interpret and act on analysis of research	4.1 The analysis and recommendations are derived from the research and satisfy the desired outcomes
	4.2 The validity and reliability of the research findings is tested against the original research plan and confirmed with key stakeholders
	4.3 Where appropriate, recommendations are made for actioning research results

RANGE STATEMENT

The contexts for initiating and coordinating research include:	• Preparation of a range of data:
	   – Policy making
	   – Strategic planning
	   – Marketing
	   – Service development and delivery

Initiating and coordinating research will be carried out within requirements established by:	• Research codes of ethics and protocols • Organisational mission, outcomes and objectives • Organisation's program standards • State and commonwealth legislation • Key stakeholders
Criteria to assess the research proposal will include:	• The size and nature of the research sample, i.e. Who and how many will be researched • Research methods • Purpose of research and for whom • The human, financial and physical resources required • The nature and scope of the information to be gathered • The timetable
Effectiveness of the research will be based on:	• The value of its usefulness • The feasibility of implementing the recommendations • The findings of previous and current research • Available time and resources • The value of the information and data • The quality and credibility of the methodology
Resources will include:	• Specialist researchers • Funding • Previous research data written, oral and audio-visual sources • Equipment, e.g. Computer, electronic recording equipment, etc.

RANGE STATEMENT

Funding proposals will include:	• Submissions • Tenders • Expressions of interest • Sponsorship • Fee for service • Contracting
Funding sources can include:	• Government state and federal • Philanthropic agencies • Private business and sponsorship • Bequests, donations and other private grants • Money raised by fundraising events • Sale of resources
Support and promotion will include:	• The promotion and dissemination of information about the benefits of the research • Organisation of meetings/forums for broader involvement and interaction with stakeholders • Recruitment of people with research skills and experience • Recruitment of resources and funding

EVIDENCE GUIDE

Critical aspects of assessment:
- Ability to design research
- Ability to interpret and analysis of research
- Demonstrated ability to complete submission process
- Manages people in a research environment

Essential knowledge:
- Management of research models/practices
- Project management models/practices
- Research ethics and codes of conduct
- Consultation models/practices
- Resource management models/practices
- People management models/practices

Essential skills:
- Development of consultation protocols
- Facilitation of consultation
- High level of communication
- Negotiation
- Management of equipment, materials funding
- Use of technology
- Analysis

Resource implications:
- Access to appropriate workplace where assessment can be conducted, or
- Simulation of realistic workplace setting for assessment

Consistency in performance:
- Assessment may include observations, questioning and evidence gathered from the workplace
- Assessment may take place on one occasion but must include evidence of all aspects of managing research activities
- Competence may be demonstrated working individually or under guidance of or as a member of a team with specialist occupational health and safety staff or managers

EVIDENCE GUIDE

Context of assessment: This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. This may include the use of languages other than English and alternative communication systems.

UNIT CHCTC2A   Undertake telephone counselling

Unit Descriptor
This unit covers the part of the suite of skills required to provide a telephone counselling service within the context of a client centred approach.

ELEMENTS	PERFORMANCE CRITERIA
1. Apply the organisations telephone counselling processes	1.1 The stages of a counselling session are consistently applied.
	1.2 A client-centred approach is applied to counselling calls
	1.3 A range of telephone counselling strategies is implemented that empower clients
	1.4 Appropriate measures for counsellor care; supervision and support are developed and implemented
	1.5 Strategies applied are consistent with defined model(s) of counselling
2. Apply a client-centred approach to telephone counselling	2.1 Active listening skills and brief encouragers are consistently used to establish rapport with clients, and identify their issues
	2.2 Respectful, empathic understanding is shown to clarify the nature and depth of client feelings, identify priority needs and focus the counselling session
	2.3 An empowering counselling relationship is developed which helps clients clarify options, seek support and decide on next steps to address problems and/or meet current needs
	2.4 Options for further community help are explored and offered
	2.5 A timely end to the call is sensitively managed, facilitating transitions to ongoing self-care and community support

ELEMENTS	PERFORMANCE CRITERIA
3. Address personal factors likely to impact on the counselling	3.1 Personal attributes and attitudes likely to facilitate the counselling process are identified affirmed and encouraged
	3.2 Personal issues or attitudes likely to impact negatively on the call are identified and contained
	3.3 Personal reactions to strong caller emotions or impactful client situations are identified and discussed
	3.4 Constructive strategies for dealing with these strong emotions and impactful situations are identified and implemented
	3.5 A range of self-care strategies for responding to impactful client presentations or situations are developed

RANGE STATEMENT

General context of work:	• Work is often performed under limited supervision, generally within a team environment
	• Work will be assessed in accordance with Enterprise requirements, OHS legislation, and professional standards
	• Competence must be demonstrated in working largely independently and being accountable for own results including:
	– Working effectively under the pressure of crisis situations
	– Maintaining the quality of services to callers
	– Managing own responses and appropriate self care
Active listening skills include:	• Appropriate brief encouragers which help the caller relate their story and concerns
	• Reflection of feelings /thoughts, behaviours and experience (content)
	• Hearing the caller's concerns
	• Paraphrasing (reflection of content)
	• Using open and closed questions to expand or clarify understanding
	• Understanding the caller's context
	• Recognising when higher levels of care may be indicated
	• Summarising and Closure
	• Open and closed questions
	• Balancing the frequency of questions
Strong emotions include:	• Grief
	• Anger
	• Confusion
	• Sadness
	• Frustration
	• Suicidal despair

RANGE STATEMENT

Empowerment processes include:	• Active listening
	• Identifying and affirming caller strengths and opportunities
	• Reframing, summary and closure
	• Helping contain overwhelming feelings to facilitate coping
	• Using questions and concreteness to focus the caller on identifying immediate needs and concerns
	• Setting realistic achievable goals for the call
	• Brainstorming consequences
	• Exploring options
	• Facilitating informed client choices
	• Identify achievable tasks to be addressed after the call
Range of self care strategies include:	• Debriefing and defusing
	• Self monitoring
	• Recognition and processing of counsellors' call-related experiences
	• Reflection on practice
	• Knowing when and how to ask for back-up support
	• Constructive feedback about counselling practice
Strategies to deal with client issues and emotions include:	• Managing tone, pitch and pace of voice
	• Externalise client emotions
	• Awareness of personal vulnerabilities which may be triggered during a call
	• Containment skills
	• Supervision
	• Debriefing
Counselling approach incorporates Client Centred perspectives. This is primarily demonstrated through counsellor values:	• Unconditional positive regard for the client
	• Non-judgmental approach
	• Genuineness of the counsellor

RANGE STATEMENT

Defined models applied during counselling may include a variety of perspectives e.g. Egan

Counselling techniques include:	• Use of counselling journey/story approach
	• Establish rapport, /explore issues, focus, identify underlying problems, assessment, develop options for action, closure

EVIDENCE GUIDE

Critical aspects of assessment must include:	Demonstrated willingness to work within philosophy, policies and procedures of the organisation to address client callers needs
Concurrent assessment and relationship with other units:	'Undertake telephone counselling' and 'Provide counselling in crisis situations'
Essential knowledge required includes:	• Ethos, policies and procedures of the organisation • Scope of telephone counselling role • Debriefing processes and their importance • Counselling styles to be applied • The principle of unconditional positive regard • How values, attitudes and beliefs impact on counselling processes
Essential skills required include:	• Active listening • Identifying and implementing appropriate interventions required in a timely way • Respecting the client's worldview rather than imposing one's own • Recognising when higher levels of care are needed and making referrals where appropriate
Resource implications for training and assessment:	A range of assessment activities will be required over an extended period which will have an impact on the allocation of assessment resources
Methods of assessment:	Facilitators, supervisors and assessors working together assessing performance in groups, on supervised telephone shifts and via formal journal comments
Context for assessment:	Assessment will occur on the job

UNIT CUFWRT04A   Write presentation material

Unit Descriptor

This unit describes the skills and knowledge required to write a range of presentation material that contributes to the continuity of an audio program, including links, "intros", "outros", and back announcements.

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare to write the presentation material	1.1 Establish production and deadline requirements with relevant personnel according to organisational procedures
	1.2 Determine the purpose and function of the presentation material and explore a range of ways of achieving this purpose
	1.3 Gather information from various sources, as required, to generate ideas to develop the presentation material
	1.4 Consider the ideas that present the strongest visual image through an auditory presentation
	1.5 Develop those ideas that will create images for the presentation
	1.6 Evaluate and select the most appropriate ideas for the purpose and function of the presentation material
2. Write the presentation material	2.1 Write the presentation material ensuring that it is easy to read and uses accepted elements of language
	2.2 Ensure that the presentation material meets all necessary timing requirements of the production
	2.3 Ensure that the presentation material contains all the necessary components for the production and meets station requirements
	2.4 Continuously refine and redraft the presentation material until it meets creative, technical and production requirements
	2.5 Ensure that the material is written within the deadlines required
	2.6 Submit the presentation material to relevant personnel for consideration and review when at final draft stage
	2.7 Document and implement any required changes to script, when necessary and confirm that the presentation material meets all requirements and is ready for production

RANGE STATEMENT

Types of production may include:	• Advertisements
	• Commercials
	• Promotions
	• Sponsorships
	• Talkback
	• Live performances
	• Documentaries
	• Lifestyle programs
	• Interview programs
Relevant sources may include:	• Inspiration
	• Imagination
	• Life experience
	• Actual events
	• Existing dramatic material
	• Newspapers
Production requirements may include:	• Duration
	• Style
	• Content
	• Budget
	• Deadlines
	• Location
	• Audience
	• Purpose
	• Contractual
	• Confidentiality
	• Intellectual property
	• Copyright
	• Schedule
	• Product/service
	• Sales market
Appropriate personnel may include:	• Producers
	• Directors
	• Script writers
	• Script editors
	• Program managers
	• Broadcasters
	• Clients/customers
	• Sales representatives

RANGE STATEMENT

- Performers
- Other technical staff
- Other specialist staff

Auditory elements may include:
- Voices speaking, choral
- Sound fx (effects)
- Music

Language elements may include:
- Spelling
- Punctuation
- The principles of plain English
- Grammar
- Spacing
- Avoid using clichés
- Pronunciation
- Characterisation

EVIDENCE GUIDE

Underpinning skills and knowledge:	Assessment must include evidence of essential knowledge of, and skills in, the following areas: • Knowledge and understanding of the principles and practices of writing for auditory transmission/performances • Knowledge of audio media conventions • Reading and interpreting documentation and other narrative forms • Knowledge of effective communication techniques including effective listening, questioning and non-verbal communication • Knowledge of relevant organisational and or legislative occupational health and safety requirements
Linkages to other units:	This unit has linkages to the following units and combined training delivery and/or assessment is recommended: – *CUSRAD01A Collect and organise information* – *CUFGEN01A Develop and apply industry knowledge*
Critical aspects of evidence:	The following evidence is critical to the judgement of competence in this unit: • The development of writing for auditory production • Knowledge of audio transmission/audio performance conventions • Knowledge of occupational health and safety issues • Knowledge of effective communication techniques

EVIDENCE GUIDE

Method and context of assessment:	Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- Role play
- Case studies
- Work samples or simulated workplace activities
- Oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
- Projects/reports/logbooks
- Third party reports and authenticated prior achievements
- Portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements:	Assessment requires access to the resources listed in the range of variables statement, currently used by the cultural industries.

Key competencies	Level
Collecting, organising and analysing information	2
Communicating ideas and information	2
Planning and organising activities	2
Working with others and in teams	2
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	2

UNIT CUFWRT05A   Write content and/or copy

Unit Descriptor
This unit describes the skills and knowledge required to write content and/or copy for use in such items as advertisements, station and other promotions, sponsorship announcements, community service announcements and any other form of industrial writing for any production within the cultural industries.

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare to write the content and/or copy	1.1 Establish production and deadline requirements of the content with relevant personnel, according to organisational procedures
	1.2 Determine the purpose and function of the content and explore a range of ways of achieving this purpose
	1.3 Gather information from various sources as required to generate and record a range of ideas to develop the content
	1.4 Consider and develop those ideas that have the most relevance to the purpose and function of the work
	1.5 Evaluate and select the most appropriate ideas relevant to the purpose and function of the work
2. Write content/copy	2.1 Write the content ensuring that it is easy to read and uses accepted elements of language
	2.2 Ensure that the content meets all necessary timing requirements of the production
	2.3 Ensure that the content contains all the necessary components for the production requirements
	2.4 Refine and redraft the content until it meets creative, technical and production requirements
	2.5 Ensure that the content is written within the deadlines required
	2.6 Submit the content to relevant personnel for consideration and review when it is considered to be at final draft stage
	2.7 Document and implement any required changes to the content, when necessary, and confirm that the content meets all requirements and is ready for production

RANGE STATEMENT

Types of production may include:	• Advertisements
	• Commercials

RANGE STATEMENT

- Promotions
- Sponsorships
- Community announcements
- Talkback
- Educational materials
- Industrial materials
- Interview programs
- Lifestyle programs
- Live programs
- Multimedia

Relevant sources may include:

- Inspiration
- Imagination
- Life experience
- Actual events
- Existing dramatic material
- Newspapers

Production requirements may include:

- Duration
- Style
- Content
- Budget
- Deadlines
- Location
- Audience
- Purpose
- Contractual
- Confidentiality
- Intellectual property
- Copyright
- Schedule
- Product/service
- Sales market

Appropriate personnel may include:

- Producers
- Directors
- Script writers
- Script editors
- Program managers
- Broadcasters
- Clients/customers

RANGE STATEMENT

- Sales representatives
- Performers
- Other technical staff
- Other specialist staff

Language elements may include:
- Spelling
- Punctuation
- Grammar
- Spacing
- Avoid using clichés

EVIDENCE GUIDE

Underpinning skills and knowledge:	Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- Ability to write content and/or copy for commercial and other uses
- Ability to demonstrate originality and innovative approaches in the creative writing process
- Ability to use a variety of styles relevant to the type of production
- Reading and interpreting documentation
- Knowledge of effective communication techniques including effective listening, questioning and non-verbal communication
- Knowledge of relevant organisational and/or legislative occupational health and safety requirements

Linkages to other units:	This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

- CUS*RAD01A Collect and organise information*
- *CUFGEN01A Develop and apply industry knowledge*

Critical aspects of evidence:	The following evidence is critical to the judgement of competence in this unit:

- The ability to write content and/or copy for industrial use
- Knowledge of occupational health and safety issues
- Knowledge of effective communication techniques

EVIDENCE GUIDE

Method and context of assessment:	Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- Role play
- Case studies
- Work samples or simulated workplace activities
- Oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
- Projects/reports/logbooks
- Third party reports and authenticated prior achievements
- Portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements:	Assessment requires access to the resources listed in the range of variables statement, currently used by the cultural industries.

Key competencies   **Level**

Collecting, organising and analysing information   3
Communicating ideas and information   3
Planning and organising activities   3
Working with others and in teams   3
Solving problems   3
Using mathematical ideas and techniques   1
Using technology   2

UNIT CUFWRT08A   **Write narration**

Unit Descriptor
This unit describes the skills and knowledge required to write and develop narration for use in documentary, industrial training and a range of cultural industry production.

ELEMENT	PERFORMANCE CRITERIA	
1. Prepare to write the narration	1.1	Establish production requirements with relevant personnel according to organisational procedures
	1.2	Determine the purpose and function of the narration
	1.3	Gather information from various sources as required to generate and record ideas to develop the narration
	1.4	Develop those ideas that create visual images through auditory presentation
	1.5	Consider the ideas that present the visual image through an auditory presentation
	1.6	Evaluate and select the most appropriate ideas for the purpose and function of the narration
	1.7	Consider the narrator, if selected, to help determine the style of the narration to be developed
2. Write the narration	2.1	Write a of the narration using methods and conventions most appropriate to the context or as specifically required
	2.2	Write the narration ensuring that it is easy to read and uses accepted elements of language
	2.3	Ensure that the narration meets all necessary timing requirements of the production
	2.4	Ensure factual information is accurate and relates to the results of research
	2.5	Ensure that the narration contains all necessary components for the production
	2.6	Refine and re the narration until it meets auditory, creative and technical requirements
	2.7	Ensure that the material is written within the deadlines required
	2.8	Submit the narration to relevant personnel for consideration and review
	2.9	Document and implement required changes to the narration, confirming that the narration meets all requirements and is ready for production

RANGE STATEMENT

Types of production may include:	- Animation - Educational - Training - Interactive games - Multi-path movies - Short films and videos - Documentaries - Feature films and videos
Relevant sources may include:	- Inspiration - Imagination - Life experience - Actual events - Existing dramatic material - Educational texts and resources - News sources
Production requirements may include:	- Duration - Style - Content - Budget - Deadlines - Location - Audience - Purpose - Contractual - Confidentiality - Intellectual property - Copyright - Schedule - Instructional design
Appropriate personnel may include:	- Producers - Directors - Script writers - Script editors - Program managers - Broadcasters - Clients/customers - Sales representatives - Performers/narrator - Other technical staff - Other specialist staff

EVIDENCE GUIDE

Underpinning skills and knowledge:	Assessment must include evidence of essential knowledge of, and skills in, the following areas: • Ability to develop and write narration for use in a variety of productions • Ability to locate and use resources to broaden creative experience • Ability to demonstrate originality and innovative approaches in the creative scriptwriting process • Ability to experiment with a variety of styles and elements to develop own voice and extend writing practice • Ability to extend creative boundaries for self and audience • Reading and interpreting documentation • Knowledge of effective communication techniques including effective listening, questioning and non-verbal communication • Knowledge of relevant organisational and/or legislative occupational health and safety requirements
Linkages to other units:	This unit has linkages to the following units and combined training delivery and/or assessment is recommended: – CUSADM01A Collect and organise information – CUSRAD02A Conduct research – CUFGEN01A Develop and apply industry knowledge
Critical aspects of evidence:	This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context. The following evidence is critical to the judgement of competence in this unit: • The development of the ability to write narration for a variety of productions • Knowledge and application of relevant local occupational health and safety legislation • Knowledge of effective communication techniques

EVIDENCE GUIDE

Method and context of assessment:

Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- Case studies

- Work samples or simulated workplace activities

- Oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept

- Projects/reports/logbooks

- Third party reports and authenticated prior achievements

- Portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements:

Assessment requires access to the resources listed in the range of variables statement, currently used by the cultural industries.

Key competencies	Level
Collecting, organising and analysing information	3
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	3
Solving problems	3
Using mathematical ideas and techniques	1
Using technology	2

UNIT CULMS410A   Provide research assistance

Unit Descriptor

This unit refers to providing assistance in collecting, analysing and presenting research data and findings.

ELEMENT	PERFORMANCE CRITERIA
1. Confirm aims and desired outcomes of research	1.1 Details of research purpose, aims and desired outcomes are clarified and confirmed with relevant personnel
	1.2 Details of scope of research assistance, method, procedures, timeframes and available resources are clarified and confirmed
	1.3 Details of roles and responsibilities in reaching expected outcomes of the research assistance are identified and confirmed
2. Collect and analyse information	2.1 Information is sought from appropriate sources in accordance with agreed procedures for research assistance
	2.2 Information obtained is appropriate, comprehensive and meets its intended purpose
	2.3 Records of the investigations are kept and maintained in accordance with agreed procedures
3. Present findings	3.1 Summaries of the required research information are provided when appropriate
	3.2 Research findings are presented to relevant people in appropriate language, style and format
	3.3 Supporting information, explanations and arguments are provided as appropriate
	3.4 Documentation is prepared according to agreed format and institution's procedures and practices
	3.5 Reports and other records are filed according to institution's procedures
	3.6 Issues arising from the research which require further action or research are identified and notified to appropriate personnel

RANGE STATEMENT

A person demonstrating this unit of competency will operate within the institution's:

- Goals, objectives, plans, systems and processes
- Ethical standards
- Access and equity principles and practices
- Cultural diversity principles
- Communication channels
- Compliance with legislation, codes and workplace standards

Research assistance may be required for investigation into:

- The institution's collection
- Objects for acquisition or disposal
- Issues relating to public programs
- Fields of study associated with the institution
- Scientific or technical processes such as conservation

Research assistance will generally be provided to other staff in the institution when the purpose and objectives of the research are determined and directed by others.

EVIDENCE GUIDE

Critical aspects of evidence:	Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- Competence in using computers for data entry and retrieval and producing documents

Concurrent assessment of units:	It is recommended that this unit is assessed in conjunction with the unit titled:

- Use information technology

Underpinning knowledge and skills:	Skills and knowledge are required in:

- Research protocols and procedures
- Subject matter relating to topic under research
- Analysing and presenting information
- The institution's preferred format and style for documenting research findings
- Listening, questioning and clarification
- Reading, understanding and interpreting written documents associated with the tasks
- Speaking in a friendly and culturally appropriate manner
- Writing notes, business letters, research reports
- Using computers for word processing and data entry and retrieval
- Working collaboratively in a team
- Time management

Resource implications:	Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

- Relevant policies and procedures manuals
- Organisation's mission statement
- Other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

EVIDENCE GUIDE

Method of assessment:	Evidence of competence may be obtained through a variety of methods including:

- Oral or written questions

- Practical demonstration

- Third party report addressing performance criteria

- Portfolio

- Case study project

Context of assessment:	• Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence
	• Assessment should occur either on the job, off the job or in a combination of on and off the job

KEY COMPETENCIES

1 Collect, Analyse & Organise Information	2 Communi-cate Ideas & Information	3 Plan & Organise Activities	4 Work with Others & in Teams	5 Use Mathematical Ideas & Techniques	6 Solve Problems	7 Use Technology
2	2	2	2	2	2	1

UNIT HLTHIR4A   **Work effectively in a cross cultural context with Aboriginal and Torres Strait Islander people and organisations**

Unit Descriptor

This unit deals with the basic workplace communication and work practice requirements for persons working in a cross-cultural health care context. It deals specifically with the Aboriginal and Torres Strait Islander cultural context and applies equally to those operating in health care policy or program planning, development and evaluation contexts or in direct service delivery contexts.

ELEMENT	PERFORMANCE CRITERIA
1. Work practices in a cross cultural context are grounded in an awareness of one's own culture and the cultural realities of others	1.1 Cultural differences and realities are identified and addressed to facilitate full participation by all in service delivery
	1.2 A range of strategies are negotiated to accommodate cultural differences in the work place
	1.3 Resources to facilitate effective service delivery in a cross cultural context are identified and utilised
2. Communication between Aboriginal and Torres Strait Islander people and non-Indigenous people is effective	2.1 Communication issues are identified and addressed to develop and maintain effective relationships
	2.2 A range of communication strategies are employed to ensure safe service delivery
	2.3 Ineffective and inappropriate communication strategies are identified and remodelled to meet service needs
	2.4 Resources to facilitate effective communication within the workplace are identified and utilised
	2.5 Aboriginal and Torres Strait Islander interpreters, health workers and colleagues are engaged as cultural brokers to meet duty of care
3. Workplace and professional relationships are based on mutual respect, tolerance of diversity and a shared understanding of cultural safety	3.1 Critical issues influencing workplace and professional relationships are identified
	3.2 Strategies for developing effective relationships are negotiated and utilised
	3.3 When differences or misunderstandings occur, strategies are revisited to resolve the difficulties

ELEMENT	PERFORMANCE CRITERIA
4. Effective partnerships are developed between non-Indigenous staff, Aboriginal and Torres Strait Islander people and their communities which facilitate accessibility, affordibility, accountability, acceptability of appropriate healthcare and workplace services	4.1 Strategies are developed and implemented to increase Aboriginal and Torres Strait Islander people's participation in health service delivery
	4.2 Health service programs are based on culturally appropriate practices
	4.3 Health service programs encourage self-determination and community control to ensure improved healthcare outcomes
	4.4 Resources to promote effective partnerships are identified and utilised

RANGE OF VARIABLES

Communication may be:	• In writing
	• Verbal
	• Signage
	• Gestures
	• Gender
Cultural differences may include:	• Interpersonal approach
	• Thinking/learning styles
	• Expectations
	• Responsibilities
	• Priority setting
	• Experience and working styles
Strategies to accommodate cultural differences in the workplace may include:	• Workplace induction program
	• General guidelines and standards for approaching specific tasks and issues
	• Understanding own culture and history
	• Understanding similarities to identify common ground of cultural groups in the workplace
	• Contextualising given workplace
	• Code of practice at all levels of the organisation
Resources to facilitate effective service delivery in a cross cultural context may include:	• People identified with appropriate cultural knowledge
	• Workplace design to accommodate cultural needs
	• Workplace policy
	• Reference groups
Communication strategies to ensure safe service deliver may include:	• Common workplace strategies:
	– Identify the barriers to effective cross cultural communication and the causes of ineffective cross cultural communication
	– Visual/iconic strategies – diagrams, tables, graphs, pictures
	– Flow charts, video images
	– Use of computer technology and other media
	• Strategies for individuals:

RANGE OF VARIABLES

	– Gestures and non-verbal techniques
	– Display of positive regard and respect
	– Non-judgemental approaches
	– On going personal/interpersonal skill development
	– Forming partnerships with all cultural groups to achieve particular work goals
	– Monitoring and reflecting on own actions to ensure cultural values are not imposed on others
Resources to facilitate effective communication may include:	• Resources to support visual and iconic strategies
	• Health workers, liaison officers and other colleagues
Interpreters may be:	• Registered
	• Other multilingual people not related to the person
Strategies for developing effective relationships may include:	• Negotiation of roles and responsibilities in the workplace
	• Development, monitoring and review of safe cultural practices
	• Identification of key contact people like Aboriginal liaison officers
	• Display empathy appropriately
	• Be flexible
	• Develop the capacity to take turns – stand back wait for your turn
Strategies to resolve difficulties may include:	• Negotiation of culturally appropriate guidelines
	• Identification of appropriate mediators
	• Negotiating a workplace code of practice
Strategies to increase participation in health service delivery may include:	• Full participation in decision making processes at all levels

RANGE OF VARIABLES

Culturally appropriate practices may include:

- Strategies for providing a service for women's and men's health issues
- Allowances made for cultural obligations

Resources to promote effective partnerships may include:

- Formation of appropriate reference groups
- Policy/guidelines – memorandum of understanding
- Two way flow of information and resources

Work practices may include but are not limited to the following functions or be in the following settings:

- Hospital or other facility/services admission, entry and discharge processes
- Referral protocols
- Reception and enquiry services
- Diagnostic services
- Inpatient services
- Non-inpatient and community services
- Screening services
- Health promotion
- Public health
- Non-government or agency
- Urban, rural and remote community settings

Factors contributing to Aboriginal and Torres Strait Islander people's ill health include:

- History of European/Aboriginal contact
- Loss of culture, land, identity and Indigenous law
- Loss of family links
- Geographical remoteness
- Lack of relevant and culturally appropriate education
- Lack of meaningful employment or occupation
- Lack of relevant health knowledge
- Food and nutrition
- Smoking
- Alcohol and substance abuse
- Mental stress
- Poor maternal health
- Feelings of isolation and vulnerability and being culturally unsafe

RANGE OF VARIABLES

- Violence
- Environment health factors (housing, sewerage, water supply, hygiene)
- Late presentation, diagnosis and treatment

Culturally appropriate work practices may recognise:

- Food customs
- Kin relationships
- Lifestyle preferences
- Gender
- Language preferences

EVIDENCE GUIDE

Critical aspects of assessment:	Assessment requires evidence of the following products to be collected:

- Documentation on the development and implementation of strategies employed to address issues identified in relation to:
    - Cultural differences
    - Workplace communication
    - Workplace and professional relationships
    - Aboriginal and Torres Strait Islander participation, self-determination, and community control in relation to health care policies, programs and/or service delivery

Assessment requires evidence of the following processes to be provided:	

- How opportunities were provided for Aboriginal and Torres Strait Islander participation in the planning, delivery and evaluation of health care policies, programs or services
- Why particular communication strategies and/or work practices were chosen or modified
- How resources were identified and utilised to:
    - Facilitate service delivery in a cross cultural context
    - Facilitate effective communication within the workplace
    - Promote effective partnerships

Underpinning knowledge:	

- Understanding of past and present power relations and its impact on the workplace and communities
- Basic understanding and awareness of the differences between cultures, particularly the cultures of Aboriginal and Torres Strait Islander people and others
- Knowledge of availability of interpreter resources
- Understanding of racism and discrimination, and laws pertaining to these issues
- An understanding of aboriginal history, Torres Strait Islander history, the impact of European settlement, loss of land and culture, the importance of law and kinship
- Appreciation of cultural shock and its impact on health and well being
- Knowledge of factors which contribute to

EVIDENCE GUIDE

Aboriginal And Torres Strait Islander ill health and common diseases experienced by these groups of people

- Legislation and policies which may include:
  - Commonwealth, and/or Territory/State legislation
  - Organisation's policies and practices
  - Community standards and regulations
  - Codes of practice
- Understanding of own culture, western systems and structures and how this impacts on Aboriginal and Torres Strait Islander cultures
- Ability to reflect on self and make changes to work in a cross cultural context
- Understanding and awareness of the diversity of Aboriginal and Torres Strait Islander cultures
- Understanding and awareness of the social, political and economic issues affecting aboriginal people

EVIDENCE GUIDE

Underpinning skills:	• Ability to sensitively and respectfully communicate in a cross cultural context
	• Ability to form effective relationships with a person from another culture
	• Ability to demonstrate respect for a person and their culture
	• Ability to participate in identifying and implementing culturally safe work practices
	• Ability to participate in developing and implementing strategies for sharing power and facilitating participation, self-determination and self-control by Aboriginal and Torres Strait Islander people and communities
	• Ability to reflect on actions and events to make and maintain cross cultural relationships
	• Ability to advocate for anti racism
	• Ability to use cultural safety approaches
	• Ability to form mutual mentioning arrangements with Indigenous people
Resource implications:	• Access to relevant workplace or appropriate teaching environment/s where assessment can take place
	• Training to be substantially delivered by a cross cultural team working in partnership and where practicable in a group setting
	• Some participants may be sensitive or resistant, and there may be a need to provide debriefing opportunities
	• Workplace learning strategies may include time in an Aboriginal or Torres Strait Islander community or organisation, but is not compulsory
	• Access to relevant organisational policies, guidelines and procedures is required
Consistency of performance:	• Participants need to demonstrate performance on more than one occasion, one of which should be on the job
Context of assessment:	• Assessment is undertaken both on and off the job
	• Aboriginal and Torres Strait Islander people should be involved in the assessment of the unit

UNIT HLTPOP01A   Maintain a Population Health database

Unit Descriptor

This unit addresses the development of skills required to maintain a health database system.

Working in compliance with relevant legislation and regulations within which the worker's organisation operates is essential.

ELEMENTS	PERFORMANCE CRITERIA	
1. Prepare information that needs to be entered into the system	1.1	Information received is classified/sorted out on the basis of a clear understanding of the purpose for maintaining the database
	1.2	Steps to maintain confidentiality according to prescribed procedures are taken
	1.3	Necessary dataset is identified
2. Enter data and interrogate the system	2.1	Data is entered, checked and amended in accordance with prescribed procedures
	2.2	Required information is extracted by querying the system
	2.3	Data is imported / exported between compatible databases and host documents adjusted in accordance with software and system procedures
	2.4	Manuals, user documentation and on-line help are used to overcome problems
	2.5	Databases are named and stored, in accordance with organisational requirements and the application exited without data loss/damage
	2.6	Steps are taken to ensure that integrity and accuracy of data are maintained at all times, including contributing to the development of quality assurance procedures
3. Disseminate/transmit information	3.1	Database reports are previewed, adjusted and printed in accordance with organisational and task requirements
	3.2	Transmit electronic updates according to prescribed procedures and guidelines

RANGE STATEMENT

Database systems may include:	• State disease surveillance system
	• Health registries created for different health issues (cancer, Pap smear, hepatitis, etc.)
Prescribed procedures and guidelines may be outlined in:	• Organisational procedures manual
	• Procedures manual provided by relevant health authorities
Prescribed policy and procedures may include:	• Log-on procedures
	• Password protection
	• Storage / location of data
	• Standard formats
	• Author's instructions
	• Use of templates
Software functions may include:	• Field definitions / attributes
	• Inserting / deleting blank lines and spaces
	• Altering field widths
	• Adding, deleting, moving, re-labelling fields
	• Repeating (if available)
	• Calculate/formula
	• Formatting fields
	• Formatting text
	• Data protection
	• Headers/footers
	• Table, form and report wizards
	• Exporting/merging data from different databases/software
Data may include:	• Numbers
	• Text

RANGE STATEMENT

Checking may include:

- Proofreading
- Accuracy of data
- Spelling, electronically and manually
- Accuracy of formulae with calculator
- Outcome of sorting / filtering
- Ensuring instructions with regard to content and format have been followed
- Timeliness of data entry

Printing may include:

- Records
- Tables
- Forms
- Queries
- Reports
- Charts

Storage of data may include:

- Storage in electronic folders / sub-folders
- Storage on hard/floppy disk drives, CD ROM, tape backup
- Organisation policy for backing up files
- Organisation policy for filing hard copies of databases
- Filing locations
- Security
- Authorised access

EVIDENCE GUIDE

Critical aspects of assessment:	• Integrated demonstration of all elements of competency and their performance criteria
	• Databases are appropriate to task requirements and efficient input of data with minimal duplication of datasets
Underpinning knowledge	• Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases
	• Relevant international charters/declarations and documents (e.g. Ottawa Charter, Alma Ata, The Solid Facts by WHO)
	• National, State and local health policies, goals, targets and priorities
	• Evidence-based practice
	• Equity issues in population health
	• Quality assurance
	• Overview of the stages in population health project planning
	• Social change and advocacy processes
	• Organisational policy and procedures
Underpinning skills	• Numeracy skills in relating to creating simple queries and using simple formulae
	• Ability to relate to people from a range of social, cultural, ethnic and professional backgrounds and physical and mental abilities
Resource Implications	The learner and trainer should have access to appropriate documentation and resources normally used in the workplace. These may include:
	• Workplace reference materials such as style guides
	• Computer equipment with database software
	• English dictionary
Consistency of performance:	In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

EVIDENCE GUIDE

Context/s of assessment:	• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
	• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

UNIT HLTPOP02A   **Assess readiness for and effect behaviour change**

Unit Descriptor

This unit recognises the importance of behaviour as a health determinant within the context of broader social determinants of health. It aims to develop skills to analyse behaviour that impacts health and ways in which to reinforce or change them to promote health.

ELEMENT	PERFORMANCE CRITERIA
1. Identify behaviour that impacts negatively on health and assess readiness for change	1.1 An understanding of social determinants of health and specific influences on individual's behaviour is demonstrated
	1.2 An understanding of environmental factors that restrain change is demonstrated
	1.3 Behavioural health determinants are identified
	1.4 Motivation, commitment and confidence levels to change attitudes, beliefs and behaviour are assessed in collaboration with other team members and or/ stakeholders
	1.5 Positive beliefs and behaviour are reinforced
	1.6 Unintended consequences of desired behaviour are considered and incorporated into the plan
2. Develop and implement plan for behaviour change	2.1 The contribution existing organisations and infrastructure can make towards facilitating individual behaviour change are factored into the plan
	2.2 The opportunity for collaborative partnerships to implement the plan is fully explored
	2.3 Pro-active strategies to support behavioural change are identified based on behaviour change models, research available and consultations with experts and/or stakeholders
	2.4 A plan is documented and implemented in consultation with the individual involved
	2.5 An evaluation plan/strategy in consultation with the individual involved is constructed

ELEMENT	PERFORMANCE CRITERIA
3. Monitor and review progress	3.1 The most appropriate methods of data collection for recording behaviour are identified
	3.2 Data related to individual behaviour are collected, summarised and reviewed
	3.3 Changes in behaviour are assessed in collaboration with the individual involved and other experts as may be necessary
	3.4 Effectiveness of plan is assessed in collaboration with other experts and/or stakeholders
	3.5 Results of behaviour change strategies are published and reported in relevant form

RANGE STATEMENT

Individual behaviours that influence health outcome may include:	• Diet • Physical activity • Alcohol consumption • Drug intake • Stress mediating activities • Smoking
Selected behaviour change models may include but are not restricted to:	• Health belief model • Behaviour change models • Motivational change models • Social cognitive model • Theory of planned behaviour
Sources of information for the relationship between individual behaviour and health outcome may include:	• Literature from population health and related disciplines such as published books, papers and reports • Demographic data and information • Socio-economic data and information • Data and information from health research and health studies • Expert informants • National, State and local health policy documents and implementation guidelines
Organisations may include	• Divisions of population health or public health units • Community health services • Specific programs • Local government services • Aboriginal Health Services • Non government health promotion programs e.g. Cancer Council, Heart Foundation, Asthma Association
Infrastructure may include:	• Transport routes • Recreational facilities

RANGE STATEMENT

A range of resources may include:	• Print • Electronic resources • Workshops
Contextual influences on individual health may include the following:	• Socioeconomic status • Age • Education level • Ethnic background • Geographical location • Disability • Sexual identity • Early childhood experience and environment • Housing security • Access to transport • Employment status

EVIDENCE GUIDE

Critical aspects of assessment:
- Identifying individual behaviours that impact on health outcome
- Determining the impact of knowledge, values and environmental. Cultural and lifestyle factors on behaviour

Essential knowledge:
- Knowledge of the relationship between individual behaviour and health outcomes
- Knowledge of the relationship between attitudes, knowledge and lifestyle factors and behaviour
- Knowledge of social determinants of health
- Knowledge of adult education principles
- Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases
- Relevant international charters/declarations and documents (e.g. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
- National, State and local health policies, goals, targets and priorities
- Evidence-based practice
- Equity issues in population health
- Quality assurance
- Overview of the stages in population health project planning
- Social change and advocacy processes

Essential skills:
- Effective communication and interpersonal skills including:
  - High level written or verbal
  - Negotiation and liaison
  - Consultation
  - Conflict resolution and mediation
- Analytical thinking, problem solving and critical appraisal
- Work planning and management
- Working as part of a multi-disciplinary team and/or autonomously
- Facilitating and contributing effectively to meetings, forums and other networks

EVIDENCE GUIDE

Resource implications:	Access to

- A range of Government and non government policy documents and reports and statistics
- Journals, books and external expertise
- Documents and other materials (Charters, Declarations, Discussion Papers, etc.) from International Conferences on Population Health
- A range of Government and non government policy documents and reports and statistics
- Organisational policies and procedures

Method of assessment:

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff client feedback
- Portfolio/CV
- Supporting statement of supervisors
- Evidence of relevant work experience/formal or informal learning
- Case studies and scenarios as a basis for the discussion of issues in facilitating learning and individual behaviour change

Context of assessment: This unit is most appropriately assessed in the classroom environment. Assessment may contain a theoretical emphasis.

UNIT HLTPOP03A　　　　**Provide information on smoking and smoking cessation**

Unit Descriptor

This unit describes the knowledge and skills required by workers to provide information to individuals and groups on smoking and smoking cessation programs. The unit provides information on the population health issues surrounding tobacco use and the impact of smoking and nicotine dependence on the individual. Skills and knowledge are provided to implement common population based smoking cessation strategies such as participation in health promotion campaigns, including the preparation of campaign resources such as pamphlets and participation in health education and health screening activities.

This unit is a pre-requisite to *HLTPOP04A Provide interventions to clients who are nicotine dependent*. Taking this unit alone does not qualify one to provide smoking cessation interventions. It is also recommended that this unit be taken with *HLTPOP02A Assess readiness for and effect behaviour change*.

ELEMENT	**PERFORMANCE CRITERIA**
1. Work undertaken demonstrates an understanding of the context of tobacco use in society	1.1 All work reflects an understanding of the prevalence of; and gender, age and cultural distribution of smoking in the Australian population
	1.2 Work practices reflect knowledge of cultural and gender factors associated with tobacco use in Australia, including variations in smoking methods and prevalence between culturally and linguistically diverse (CALD) communities and particular demographic groups
	1.3 All work reflects an understanding of the social, political and economic context of tobacco use in Australian society
	1.4 All work reflects an understanding of the range of diseases and the health and economic burden attributable to tobacco
	1.5 Work undertaken reflects an understanding of the particular problems associated with smoking among special groups including: pregnant and lactating women; adolescents; Aboriginal and Torres Strait Islander people; people with smoking related diseases; people with a mental illness

ELEMENT	PERFORMANCE CRITERIA
2. Provide information on smoking and its effects	2.1 Work undertaken reflects knowledge of the physiology of nicotine dependence including interactions with various medications
	2.2 Work undertaken reflects knowledge of behavioural and pharmacological determinants of smoking behaviour
	2.3 Relevant information relating to smoking and its effects is provided
	2.4 Health benefits of quitting smoking for the individual are provided and promoted.
3. Provide information on smoking cessation treatments and their outcomes	3.1 National and International best practice strategies for smoking cessation are identified and promoted.
	3.2 Needs of special populations, such as adolescents and people with mental illnesses are taken into account in the promotion of smoking cessation programs
	3.3 Self-help materials, such as pamphlets and fact sheets, are provided to clients
	3.4 Referral to telephone counseling services are provided as required
4. Screen clients for smoking	4.1 Nicotine dependence is assessed using a validated method
	4.2 Client results are recorded using a suitable system
	4.3 Client records are professionally and accurately maintained.
	4.4 Client confidentiality is maintained

RANGE STATEMENT

Historical, social, political and economic context includes:	• The statutory framework within which work takes place in the health and community sector
	• The historical context of work e.g. changing knowledge about best practice in treating nicotine dependence; changing approaches to working with clients; changing social context of work e.g. changing government and societal views of tobacco use and approaches to working with clients
	• The political context e.g. government policies and initiatives affecting treatment for nicotine dependence
	• The economic context e.g. the current economic situation as it relates to and affects tobacco use and the subsequent impact on client needs
Special groups include:	• Pregnant and lactating women
	• Adolescents
	• Aboriginal and Torres Strait Islander people
	• People with smoking related diseases
	• People with a mental illness
Population based smoking cessation strategies include:	• Health promotion campaigns
	• Health screening activities
	• Health education for groups
	• Development and dissemination of resources such as pamphlets
	• Working with businesses to promote smoking cessation among staff
	• Working with individuals
	• Health system
The underpinning values and philosophies of the sector may include:	• A holistic and client-centred approach i.e. Promotion of health and wellbeing
	• Early identification of health problems
	• Delivery of appropriate services based on evidence for best practice
	• Commitment to meeting the needs and upholding the rights of clients
	• Commitment to empowering the client

RANGE STATEMENT

A commitment to access and equity must be demonstrated by:

- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social etc

Validated methods for assessing nicotine dependence include:

- Fagerstrom Test for Nicotine Dependence
- TTFC + CPD (time to first cigarette plus cigarettes per day)

Suitable systems for recording client results include using:

- Chart stickers
- Smoking as vital sign
- Computer prompts

EVIDENCE GUIDE

Critical aspects of assessment: Competency is demonstrated through:

- Application of in depth knowledge of smoking and its effects and its impact on individuals and the community

- Ability to conduct screening for smoking

Essential knowledge:

- Evidence may be required of knowledge of basic human anatomy and physiology, particularly the brain, the lungs and the circulatory system

- Basic pharmacology relevant to work being undertaken

- Broad characteristics of the chemical constituents in tobacco smoke, (i.e.: carcinogens, mutagens and toxins)

- Internationally accepted definitions of nicotine dependence including the DSM-IV (Diagnostic and Statistical Manual of Mental Disorders - 4th Ed) and the WHO International Classification of Disease (ICD-10)

- Process of neuro-adaptation to nicotine

- Processes of titration of nicotine dose and smoker compensation practices

- Short and long-term known health effects of active and passive smoking

- Common behavioural triggers associated with smoking

- Barriers to quitting smoking

- Common symptoms of nicotine withdrawal and their relationship to physical recovery

- Interaction of nicotine with various medications

- Physiological links between mental illness and nicotine dependence

- Evidence based key strategies for smoking cessation including the World Health Organisation: *Evidence-based Recommendations on the Treatment of Tobacco Dependence* and the Australian National Drug Strategy: *'Smoking cessation interventions – Review of evidence and implications for best practice in healthcare settings'*

- Knowledge of context of tobacco use in society

EVIDENCE GUIDE

Essential skills:	• Ability to locate existing state/national/international print and electronic primary sources of evidence relating to assessment and treatment of nicotine dependence
	• Effective communication and interpersonal skills
Consistency in performance:	• Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace
Interdependent assessment of units	• This unit of competence can be assessed alone or in conjunction with *HLTPOP04A Provide interventions to clients who are nicotine dependent*
Method of assessment:	Assessment may include:
	• Written assignment
	• Observation
	• Interview and questioning
	• Workplace documentation of practice
Context of assessment:	This unit may be assessed on the job or through simulation.

UNIT HLTPOP04A Provide interventions to clients who are nicotine dependent

Unit Descriptor

This unit provides knowledge and skills in the treatment and management of nicotine dependence, including (singly or in combination) behavioural and pharmacological interventions such as: brief advice and counselling; intensive support; and provision of advice on use of appropriate non-prescription and prescription pharmacotherapies.

Unit *HLTPOP03A Provide information on smoking and smoking cessation* is a pre-requisite for this unit. It is also recommended that this unit be taken with *HLTPOP02A Assess readiness for and effect behaviour changes*.

ELEMENT	PERFORMANCE CRITERIA
1. Assess needs of clients who are nicotine dependent	1.1 Client's history particularly relevant to smoking is elicited in accordance with organisational guidelines and ethical considerations
	1.2 Nicotine dependence is assessed using a validated method
	1.3 Smoking cessation treatment is determined based on assessment of an individual's level of nicotine dependence, stage of change and client history
	1.4 Client records are professionally and accurately maintained
	1.5 Client confidentiality is maintained
2. Implement interventions	2.1 Intervention is matched to client's personal circumstances including relevant health issues, level of dependence and behavioural triggers
	2.2 Brief intervention is conducted with client according to client needs
	2.3 Motivational interviewing techniques are used to increase client's motivation to quit
	2.4 Intensive counselling is provided as per individual need
	2.5 Clients are referred to other health professional or agency as appropriate

ELEMENT	PERFORMANCE CRITERIA
3. Assist clients in accessing pharmacotherapies for smoking cessation	3.1 Information about pharmacotherapies, their benefits and contraindications, are provided to the client
	3.2 Suitability of pharmacotherapies for the client is determined
	3.3 Referral to a medical practitioner for pharmacotherapies is provided as appropriate
	3.4 Options for optimal combination of smoking cessation therapies are determined with client if appropriate
4. Monitor client's progress	4.1 Client follow up is arranged and conducted
	4.2 Client's progress is assessed against goals set and interventions conducted and feedback then provided
	4.3 Risk of relapse is assessed
	4.4 Behavioural interventions and/or pharmacological advice is provided
	4.5 Clients are referred to other health professional or agency as appropriate
5. Ensure high standards of professionalism and continuing professional development	5.1 Professional standard of conduct is demonstrated at all times
	5.2 Knowledge of evidence base relating to smoking cessation therapies is maintained
	5.3 Assessment of work through qualitative and quantitative work is undertaken
	5.4 Developments in smoking cessation practices are appraised and applied to improve own practice
	5.5 Ongoing personal professional development and training in smoking cessation is maintained

RANGE STATEMENT

Historical, social, political and economic context of work includes:

- The statutory framework within which work takes place in the health and community sector
- The historical context of work e.g. changing knowledge about best practice in treating nicotine dependence; changing approaches to working with clients; changing social context of work such as changing government and societal views of tobacco use and approaches to working with clients
- The political context e.g. government policies and initiatives affecting treatment for nicotine dependence
- The economic context e.g. the current economic situation as it relates to and affects tobacco use and the subsequent impact on client needs

Client history relevant to smoking includes:

- State of health
- Behavioural factors
- Level of nicotine dependence

Smoking cessation interventions may include:

- Brief interventions:
  - The 'Five A's':
    - *Ask* (about smoking)
    - *Advise* (all smokers to quit)
    - *Assess* (level of dependence and readiness to quit)
    - *Assist* (provide advice and support)
    - *Arrange* (follow up)
- Motivational interviewing techniques
- Exploring 'readiness to quit' using the trans-theoretical model of behaviour change:
  - Those not ready to quit
  - Those thinking about quitting
  - Those ready to quit
  - Those who have already quit
  - Those who have relapsed
- Intensive counselling
- May include phone or face to face interventions
- May be individual or group interventions

Pharmacotherapy includes:

- Nicotine replacement therapies (non-prescription)
- Bupropion slow-release, 'Zyban' (prescription only)

RANGE STATEMENT

A commitment to access and equity must be demonstrated by:

A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social, etc.

Validated methods for assessing nicotine dependence include:

- Fagerstrom Test for Nicotine Dependence
- TTFC + CPD (time to first cigarette plus cigarettes per day)
- CO monitor

EVIDENCE GUIDE

Critical aspects of assessment:	Competency is demonstrated through the capacity to:

- Assess the needs of clients who are nicotine dependent
- Provide information on smoking and smoking cessation to the client
- Implement a range of smoking cessation interventions
- Provide referral to appropriate services
- Performance in this unit may be assessed in conjunction with the *HLTPOP03A Provide information on smoking and smoking cessation*

Essential knowledge:	

- Internationally accepted definitions of nicotine dependence including the DSM-IV (Diagnostic and Statistical Manual of Mental Disorders - 4th Ed) and the WHO International Classification of Disease (ICD-10)
- Process of neuro-adaptation to nicotine
- Processes of titration of nicotine dose and smoker compensation practices
- Interaction of nicotine with various medications
- Interaction of NRT with medications and other drugs, eg, caffeine, alcohol, insulin etc.
- Physiological links between mental illness and nicotine dependence
- Evidence-based aspects of dosage and duration of use of nicotine replacement therapies (NRT)
- Evidence based key strategies for smoking cessation including the World Health Organisation: *Evidence-based Recommendations on the Treatment of Tobacco Dependence* and the Australian National Drug Strategy: '*Smoking cessation interventions – Review of evidence and implications for best practice in healthcare settings*'.
- Brief intervention techniques
- Motivational interviewing techniques
- Intensive counselling techniques suitable for smoking cessation interventions
- Use of non prescription (such as NRT) and prescription-only (such as slow-release bupropion) pharmacotherapies

EVIDENCE GUIDE

	• Contraindications associated with use of NRT, including recent cardiac events, unstable angina and pregnancy
Essential skills:	• Establishing rapport
	• Effective communication and interpersonal skills
	• Active listening including questioning
	• Ability to work with a range of clients
	• Problem solving
	• Negotiation
	• Networking and liaison with other services and service providers
	• Ability to access and locate existing state/national/international print and electronic primary sources of evidence relating to assessment and treatment of nicotine dependence
Resource implications:	Access to equipment and resources normally used in the workplace
Consistency in performance:	Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace
Interdependent assessment of units	• This unit of competence can be assessed alone or in conjunction with the pre-requisite Unit 1 Provide information on smoking and smoking cessation
	• This unit may also be co-assessed with the following units from the Community Services Training Package CHC02:
	– *CHCCS403A Provide brief interventions*
	– *CHCGROUP3C Plan and conduct group activities*
	– *CHCTC2A Undertake telephone counselling*

EVIDENCE GUIDE

Method of assessment: Assessment may include:

- Observation
- Interview and questioning
- Simulation
- Workplace documentation of practice
- Portfolio
- Testimonial

Context of assessment: This unit may be assessed on the job or through simulation

UNIT HLTPOP05A   Use media to disseminate information

Unit Descriptor

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

ELEMENT	PERFORMANCE CRITERIA
1. Determine appropriate media	1.1 An appropriate medium that is readily accessible by the target group is selected in response to the requirements of a specific health campaign or issue
	1.2 The selected medium's potential interest is assessed and arrangements are made to provide appropriate information
	1.3 Organisational protocols are followed when liaising with the media
2. Provide information to the media	2.1 Relevant and succinct information is provided to the media with regard to new and specific health promotion initiatives
	2.2 Relevant and succinct information on health promotion initiatives is provided to media on an ongoing basis
	2.3 Information relevant to target group is provided
	2.4 Organisational protocols are followed when providing information
2.5 Publicise a campaign or issue	3.1 Relationship is established with media contacts
	3.2 Campaign or issue details and support materials are gathered
	3.3 Campaign or issue details and support materials are presented in a logical, relevant and concise manner to the selected media
	3.4 Information provided to media is recorded and maintained

RANGE STATEMENT

Organisations liasing 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

EVIDENCE GUIDE

Critical aspects of assessment must include:	• Accurate communication of organisational policy • Knowledge of media practices and procedures • Application of procedures for liaising with media
Concurrent assessment and relationship with other units:	This unit can be assessed independently. However, holistic assessment practice with other appropriate units of competency is encouraged.
Essential knowledge required includes:	• Working knowledge, consistent with the elements of competence, of the organisation's applicable media policy and procedures and relevant industry codes of practice • The significance of organisational confidentiality in relation to the public release of information • The need to provide information which is accurate, particularly with regard to libel and discrimination issues • Knowledge of the role of media in disseminating information • The role of the media to present information in a newsworthy/ informative manner • Requirements of different medium types • Methods of establishing beneficial media relationships • Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases • Relevant international charters/declarations and documents (e.g. Alm Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO) • National, State and local health policies, goals, targets and priorities • Evidence-based practice • Equity issues in population health • Quality assurance • Overview of the stages in population health project planning • Social change and advocacy processes

EVIDENCE GUIDE

Essential skills should include:

- Effective communication and interpersonal skills including:
  - Language competence
  - Literacy and reading competence
  - Writing competence
- Ability to liaise with media and other organisation personnel
- Ability to communicate information in a fluent, clear and interesting manner
- Public speaking and media presentation skills
- Analytical thinking, problem solving and critical appraisal
- Work planning and management
- Working as part of a multi-disciplinary team and/or autonomously
- Facilitating and contributing effectively to meetings, forums and other networks
- Ability to engage and work collaboratively and/or in partnership

Resource implications:

- Access to equipment such as overhead projector and other presentation aids, appropriate computer software
- If simulated case study, access to mock audience

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

EVIDENCE GUIDE

Context of 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

UNIT HLTPOP06A   Utilise an Interpreter

Unit Descriptor

This unit describes using the services of an interpreter for a community event such as a meeting, discussion group, forum, community feedback, or information session. It is particularly concerned with choosing the interpreting service appropriate to event and its participants, selecting and briefing an interpreter, and adequately designing and planning the event to incorporate to use of an interpreter.

ELEMENT	PERFORMANCE CRITERIA
1. Determine the need for interpreter services	1.1 The participant group/community is consulted to determine their language and interpreting needs
	1.2 The type of interpreting service required is determined
	1.3 The qualifications and experience required of an interpreter for the particular event is determined
2. Select an interpreter	2.1 Organisational policy and procedures for selecting and utilising an interpreter are consulted and followed
	2.2 Suitable individuals, either sole practitioners or interpreting company employees are identified, contacted and interviewed
	2.3 References of potential interpreters are checked and verified
	2.4 An interpreter who has knowledge of and/or is comfortable with the subject matters of the event is selected
	2.5 An interpreter who can meet the language and interpreting needs of participants is selected

ELEMENT	PERFORMANCE CRITERIA
3. Brief an interpreter	3.1 A meeting with the interpreter is arranged prior to the event at a mutually convenient time and place
	3.2 The interpreter is provided with access to all materials relevant to the event
	3.3 The interpreter is provided with an agenda, description and outline of the event
	3.4 The interpreter is briefed on the subject matter of the event; concepts are explained and terminology clarified
	3.5 The interpreter is briefed on event participant backgrounds and needs
4. Plan an event where an interpreter is used	4.1 The event is sequenced to allow for the interpreting process
	4.2 Any specialized equipment needed by the interpreter is obtained, trailed and installed prior to the event
	4.3 Scheduling throughout the event allows for the time taken to interpret
	4.4 Seating arrangements allow for the interpreter to clearly see the people to whom they speak and to see what they see
	4.5 Time is allowed during and after the event to seek and respond to feedback from participants about the interpreting process

RANGE STATEMENT

Interpreter services can include:	• Simultaneous or consecutive/sequential interpreting
	• Use of specialised audio systems or pieces of equipment
	• Professional interpreters - individuals holding formal qualifications
	• Community communicators – individuals recognised by a community as capable and acceptable interpreters
Materials relevant to an event can include:	• Agendas
	• Session plans
	• Reference material such as articles, reports, statistics, organizational policies and procedures, brochures, information sheets
	• Audio visual materials such as films, videos or DVD's, audio tapes
	• Maps, diagrams, overheads
	• Demonstrations, models, mockups
	• Glossary's of terminology – previously translated
Language and interpreting needs can include:	• Recognised community languages
	• Regional dialects
	• Sensitivities to political and social issues of recent or historical origin
Interview with a potential interpreter should determine if:	• The interpreter expresses themselves well in both languages
	• The interpreter can interpret samples of both languages in both directions
	• The interpreter's pronunciation and accent can be understood quickly and clearly
	• The interpreter is comfortable with the subject matter for interpretation, and with the participant community
	• The interpreter is available to attend the event if needed

EVIDENCE GUIDE

Critical aspects of assessment:	• Ability to select an interpreter whose services satisfy the needs of participants
	• Ability to select an interpreter who can render an accurate and sensitive interpretation of the subject matter
	• Ability to plan and sequence an event to allow for the interpreting process
Essential knowledge:	• The role of an interpreter
	• Organisational policy and procedures regarding the use of interpreters
Essential skills:	• Liaison
	• Community consultation
	• Interviewing
	• Event planning
Resource implications:	• Must have access to interpreters or companies that supply interpreters
Method of assessment:	• Demonstration and simulation
	• Interviewing and questioning
	• Case studies and scenarios
Context of assessment:	This unit can be assessed both on and off the job

UNIT HLTPOP07A   **Develop Population Health competencies in other people**

Unit Descriptor

This unit addresses the need to develop population health competencies in workers in fields directly or indirectly allied to population health. This may include individuals in community or welfare work who may be required to engage in population health program planning, delivery or evaluation in their own settings or those who are involved in an entirely different line of work in the community (Council, teaching in a school setting or librarians) but may play a critical role in promoting health.

ELEMENT	PERFORMANCE CRITERIA
1. Identify individuals in various work settings within the community who can help in addressing population health issues	1.1 Population health issues affecting the given community are identified in consultation with key stakeholders
	1.2 Different organisations that can help address these population health issues are identified in consultation with key stakeholders
	1.3 Individuals within these organisations who can assist in addressing these population health issues are identified in consultation with key stakeholders
2. Invite participation in developing population health competencies	2.1 Key individuals from the different organisations are contacted and a good working relationship with them is developed
	2.2 The importance of the roles of these individuals in addressing health issues in the community are illustrated to them
	2.3 An agreement is reached for a joint effort to address these issues
3. Identify specific health competencies that need to be developed	3.1 Competencies that need to be developed in relation to specific health issues are identified in consultation with key stakeholders
	3.2 Means to assess the identified competencies are determined in consultation with key stakeholders and individual/s involved
	3.3 Skill/competency level of the individual/s is assessed
4. Determine the most appropriate method to develop identified	4.1 The most practical and appropriate method of developing competencies, taking into consideration work demands and other matters of

ELEMENT	PERFORMANCE CRITERIA
population health competencies and implement	consequence, is determined in consultation with the stakeholders and individual/s involved
	4.2 Chosen method of developing the competencies is planned and implemented in consultation with stakeholders and individual/s involved
	4.3 Chosen method of developing the competencies is monitored and reviewed

RANGE STATEMENT

Practical and appropriate methods of developing competencies might include:	- Identifying training needs/competencies that need to be developed - Training delivery methods and opportunities for practice - Materials that may be used - Monitoring and reviewing the effectiveness of training - Characteristics of participants that may impact on training
Individuals in the community who can assist in health promotion may include:	- Health and community workers - Teachers - Medical Receptionists - General Practitioners - Lab Technicians - Librarians - Community Health Nurse - Members of community organisations - Community educators - Local government industry managers - Council workers
Stakeholders may include:	- Representatives of relevant health agencies operating in the local community - Community advocates or change agents - Representatives/leaders of the target population - Population health professionals/Supervisors - Federal, State or local health service and population health planners - Federal, State or local health service providers - Other health and/or non-government organisations
Agreement to work jointly on Population Health issues may be	- Verbal - Written - Formal Partnerships

RANGE STATEMENT

Population Health competencies that need to be developed may include:

- Providing or disseminating information on health issues
- Preventing the spread of infectious diseases in the community
- Reporting notifiable diseases to appropriate authorities
- Identifying and reporting environmental health threats

EVIDENCE GUIDE

Critical aspects of assessment:	• Successful performance of all elements of the unit; May need to be assessed in conjunction with other units of competency addressing capacity building strategies
Essential knowledge:	• Knowledge of capacity building theory and framework and various capacity building strategies
	• Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases
	• Relevant international charters/declarations and documents (eg. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
	• National, State and local health policies, goals, targets and priorities
	• Evidence-based practice
	• Equity issues in population health
	• Quality assurance
	• Overview of the stages in population health project planning
	• Social change and advocacy processes
	• Adult learning theories
Essential skills:	• Training planning, delivery and evaluation methods and strategies
	• A high level of oral and written presentation skills in a training context
Resource implications:	Access to training program, training session plans, requisite training locations, materials and target groups for training
Consistency in performance:	Competency in this unit needs to be assessed over a period of time, in a range of context and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence

EVIDENCE GUIDE

Method of assessment:	- Observation of performance - Written tasks - Interviewing and questioning - Formal appraisal systems - Staff client feedback - Portfolio/CV - Supporting statement of supervisors - Evidence of relevant work experience/formal or informal learning - Case studies and scenarios as a basis for the discussion of issues in population health project planning - Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report
Context of assessment:	- This unit should ideally be assessed in conjunction with related training units if appropriate to the worker. - Assessment should occur in on the job or in a simulated workplace

UNIT HLTPOP08A   Write a grant application

Unit Descriptor

This unit is concerned with the writing of a grant application or submission for a modest Population Health project. It also covers the preliminary investigations and planning of a project for which a grant is sought. The grant application or submission planning phase is essential as it results in the development of the framework and contents of a grant application.

The project planning and budgeting component of this competency is limited to utilising strategies, processes and techniques commonly utilised and proven within the worker's organisation for small level projects.

ELEMENT	PERFORMANCE CRITERIA	
1. Define the project	1.1	Likely sources of project funding are investigated and grant/submission information obtained
	1.2	The needs of the target community are identified
	1.3	The project's external and internal resource requirements are identified
	1.4	Strategies to meet needs are selected
	1.5	Project goals are formulated
	1.6	External and internal stakeholders are identified and consulted
	1.7	Feedback from the stakeholders on project goals are sought and changes made to the project plan where required
2. Plan the project	2.1	Project activities are developed and scheduled
	2.2	Personnel and material resources are assigned to project activities
	2.3	A budget for the project is developed
	2.4	An approach to project evaluation is selected
	2.5	The project plan is approved and meets the requirements of the organisation

ELEMENT	PERFORMANCE CRITERIA
3. Write the grant application	3.1 Application or submission guidelines are obtained and followed
	3.2 Documentary evidence is identified, collected and collated
	3.3 The project plan is consistent with funding categories, funding priorities, and evaluation criteria
	3.4 The project, its funding needs, processes, expected outcomes and evaluation methods are clearly and concisely explained in the application/submission.
	3.5 The application is submitted in a timely manner meeting all application/submission and organisational deadlines

RANGE STATEMENT

Population health projects may vary considerably in scope and content:

- Population health projects may be developed in any population health field including:
    - Health promotion
    - Environment health
    - Communicable diseases
    - Health risk management and assessment
- Population health projects may be developed at any level including:
    - Local
    - Regional
    - State
    - National
- Population health projects may be developed for any population including:
    - General Australian population
    - Any subgroups within that population identified based on age, sex, ethnicity, sexual identity, geographical location, physical environment, lifestyle choices, socio economic status, disability, health status, etc.
    - Any community defined as collective group of people identified by common values and mutual concern for the development and well-being of their group or geographical area
    - Any setting/organization whose practices influence health behaviour (e.g. clinical services, general practice, schools, workplaces, etc.)
- Population health projects can target individuals, groups or organizations
- Population health projects may vary in duration and intensity
- Population Health projects may relate to different health determinants (e.g. biological, economic, behavioural, social, etc.)

RANGE STATEMENT

Stakeholders are:	Any group or organisation that influences a project or is affected by it:

- External stakeholders can include:
  - − Partners and collaborating organisations
  - − Grant making organizations
  - − Representatives of target communities
- Internal stakeholders can include:
  - − Management
  - − Project team members
  - − Other staff

Other Relevant personnel for consultation may include:	

- Public health sector staff
- Community health sector staff
- Private health sector staff
- Volunteer networks
- General practitioners
- Administrators
- Researchers
- Educators
- Academics
- Business and industry representatives

Goal(s) refer to:	What the project aims to ultimately achieve
Strategy refers to:	A plan of action to achieve a project goal
Communities or target populations in population health:	The community or population may vary considerably in character, size, needs and capacity to access information and services
Documentary evidence include:	Staff CV's, organisational policies and practices, budgets, licenses

RANGE STATEMENT

Sources of information for planning may include:

- Literature from population health and related disciplines such as published book, peer-reviewed papers (especially systematic reviews) and reports
- Literature outlining marketing and behaviour change strategies specific to the target population
- Demographic data and information
- Socio-economic data and information
- Data and information from health research and health studies
- Expert informants
- Key representatives of the target population
- National, State and local health policy documents and implementation guidelines

EVIDENCE GUIDE

Critical aspects of assessment must include:	• Identifying and consulting with key internal and external stakeholders throughout the planning process
	• Developing a Population Health project plan with reference to current health policy and practices
	• Attention to meeting organisational requirements for project plans
	• Capacity to analyse, judge and incorporate feedback where required
	• Capacity to investigate and identify appropriate funding sources and ensure a fit between their funding categories, priorates and evaluation criteria and a proposed project plan
Essential knowledge required includes:	• Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases
	• Relevant international charters/declarations and documents (e.g. Ottawa Charter, Alma Ata, The Solid Facts by WHO)
	• National, State and local health policies, goals, targets and priorities
	• Evidence-based practice
	• Equity issues in population health
	• Quality assurance
	• Overview of the stages in population health project planning
	• Social change and advocacy processes
	• Overview of the stages in population health project planning
	• Social change and advocacy processes
	• Project budgeting as appropriate to small projects
Essential skills:	• Effective communication and interpersonal skills including:
	– High level written and verbal
	– Negotiation and liaison
	– Consultation
	– Conflict resolution and mediation

EVIDENCE GUIDE

	• Analytical thinking, problem solving and critical appraisal
	• Work planning and management
	• Working as part of a team and/or autonomously
	• Facilitating and contributing effectively to meetings, forums and other networks
	• Project planning
	• Ability to engage and work collaboratively and/or in partnership
Resource implications:	Access to
	• A range of Government and non government policy documents and reports and statistics
	• Journals, books and external expertise
	• Documents and other materials (Charters, Declarations, Discussion Papers, etc.) from International Conferences on Population Health
	• A range of Government and non government policy documents and reports and statistics
	• Organisational policies and procedures
Method of assessment:	• Observation of performance
	• Written tasks
	• Interviewing and questioning
	• Formal appraisal systems
	• Staff client feedback
	• Portfolio/CV
	• Supporting statement of supervisors
	• Evidence of relevant work experience/formal or informal learning
	• Case studies and scenarios as a basis for the discussion of issues in population health project planning
	• Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

EVIDENCE GUIDE

Context of assessment:	• This unit may be assessed in the workplace or in a simulated workplace under normal conditions
	• The unit may be assessed in the classroom

UNIT HLTPOP09A   **Identify pest control strategies**

Unit Descriptor

This unit aims to describe the competencies needed to monitor pest problems in the community that could potentially affect the health of householders and community members and identify appropriate methods of control.

Working in compliance with relevant legislation and regulations within which the worker's organisation operates is essential

ELEMENT	PERFORMANCE CRITERIA
1. Identify potential pest and rodent problems in the community	1.1 Signs of pest and rodent problems in the household and community that could potentially pose a risk to people's health are monitored as part of job role
	1.2 Environmental (physical) conditions that may be attributing to problems are identified where relevant
	1.3 Potential problems are discussed with householders and community members to ascertain the nature and extent of problems
	1.4 Type of pest, activity level and location of harbourages are identified
	1.5 Density of infestation is estimated from available evidence of pest activity
	1.6 Findings are reported in accordance with organisational policy and procedures
2. Identify strategies to assist with the control of pests and rodents in the community	2.1 Information is sought on the strategies and methods that can be adopted to control different pests and rodents in the community
	2.2 Information is obtained on the advantages/ disadvantages and any obstacles that may exist in relation to various methods
	2.3 Additional advice from key people and outside agencies is sought as required

ELEMENT	PERFORMANCE CRITERIA
3. Determine the best form of pest eradication/ control methods for the community	3.1 Potential strategies are discussed with the organisation, community, and relevant others to determine the best course of action for the particular problem(s) to be addressed
	3.2 Options are assessed in accordance with job role to determine if they will be the most effective solutions for the identified problem(s)
	3.3 Roles and responsibilities of the organisation, worker, householder, community and other key people and/ or outside agencies in relation to the identified strategies is recognised and understood
	3.4 A work plan in relation to the identified strategies is developed in conjunction with supervisor
	3.5 Referrals to key people and outside agencies are made where appropriate and in accordance with job role

RANGE STATEMENT

Pests and rodents that could potentially pose a risk to people's health may include:	• Cockroaches • Mosquitoes • Flies • Rats/ mice

Signs of pest and rodent problems may include:

- Illness:
  - Signs of pest related illnesses, e.g. Outbreaks of Ross River Fever, etc.
- Flies and mosquitoes:
  - Annoying
  - Easy to see
  - Mosquito bites
- Rats and mice:
  - Rat and mice droppings
  - Rat and mice holes
  - Running, chewing and/or scratching noises
  - Teeth marks and damage from chewing
  - Sometimes there is a noticeable smell of vermin in the house
  - Chewed through packets of dry food
- Cockroaches:
  - A sweet sickly smell
  - Lots of little black droppings
  - Dead cockroaches
  - Empty egg cases
  - Chewed labels, paper and plastic

Monitored as part of job role may refer to:

- Receiving reports of pest problems from householders/ community members
- Observing signs of pest problems as part of daily activities
- Setting mosquito traps to monitor mosquito numbers if relevant

Environmental (physical) conditions attributing to problems may include:

- Pools of water lying under leaking taps
- Rubbish lying around the yard or community that could potentially become a breeding ground for mosquito, flies, etc.
- Houses with broken or non existent fly wire screens and doors
- Toilet vents that are not fly proofed
- Bins without tight fitting lids to keep flies out

RANGE STATEMENT

	• Septic tanks that are not sealed, or lids broken
	• Toilets that are blocked or broken
	• Grass/ reeds growing around and in sewage lagoons
	• Overflowing drains
	• Dead animals and faeces lying around
	• Dirty kitchen and food preparation surfaces
	• Dirty cupboards
	• Household rubbish that is not properly disposed of
	• Cracks or crevices in walls or ceilings
Ascertain nature and extent of problems could refer to:	• Clarifying how long the problem has been occurring, or how long it has been noticed as occurring
	• Clarifying whether or not environmental (physical) conditions have been attributing to problems
Location of harborages refers to:	• Places where pests and/ or rodents are living and breeding, e.g. cracks and crevices, kitchen cupboards, cool dark and damp places, holes in walls, insulation, ceilings, between and under floor boards, etc.
Reported may be:	• Verbal in either first language or English
	• Written in either first language or English ie: notes, checklists, etc.
Information may be sought by:	• Making inquiries by phone/ fax
	• Networking with key people or outside agencies
	• Books and resources
Strategies refers to:	• Environmental (physical), e.g. preventing opportunities for pests and rodents to live and breed by reducing access to their living and breeding places (harborages), or to the environmental conditions which encourage them to live and breed; adopting hygiene measures to control problems where necessary
	• Chemical, e.g. using pesticides or other chemicals to eliminate pests and rodents
	• Biological, e.g. introducing the natural enemy of the pest/ rodent in order to control and reduce their numbers
Environmental (physical):	Advantages may include:
	• In most but not all cases it is simple easy and cost

RANGE STATEMENT

	effective
	• Reduces potential living and breeding places for pests and/ or rodents
	• Prevents the possibility of disease transmission
	• Community control
	Disadvantages/ obstacles may include:
	• Remote issues, e.g. if septic tank lid is broken it may take some time for replacement to be sent out to some remote areas
Chemical:	Advantages may include:
	• Modern pesticides are generally very effective
	• It is a quick method and the results are usually quick, e.g. pests are killed within a short time
	Disadvantages/ obstacles may include:
	• If pesticides are not used correctly they can seriously affect the health of the pesticide operator, other people nearby or household/ community pets
	• In some instances, pesticides used incorrectly may even kill the pesticide operator, other people nearby or household/ community pets
	• Pesticides used incorrectly or applied wrongly may be washed into rivers, or the soil
	• Pesticides can enter the food chain
	• Pesticides can kill other non target species
Biological:	Advantages may include:
	• Natural way to control pests, no chemicals used
	Disadvantages/ obstacles may include:
	• The natural enemy introduced in an effort to control the pest/ rodent may multiply and become more of a problem than the original pest/ rodent
Key people and outside agencies may refer to:	• Entomologists
	• Environmental Health Officers
	• Other specialists/ experts ie: pest control operators
	• Poisons branch
	• Relevant State/Territory Health Services
Organisation may include:	• Community council
	• Community clinic
	• Other employer bodies/ agencies
Relevant others may include:	• Aboriginal Health Workers

RANGE STATEMENT

	• Other Indigenous Environmental Health Workers
	• Elders

Options are assessed in accordance with job role may refer to:	• Does the community/ householder approve and support options
	• Does funding exist to address specific problems

A work plan may include:	• Providing information and support to householders/ community members in relation to the environmental (physical) conditions that may have been identified
	• Making inquiries, referring, or ordering in supplies to address environmental control strategies if needed e.g. fly wire, plaster for sealing cracks or crevices, parts for broken toilets, etc.
	• Making inquiries referring, or ordering in supplies in relation to chemical control strategies, e.g. obtaining information on how pesticides enter pests/ rodents, and the most appropriate pesticide to use for the task required
	• Making inquiries, referring, or ordering in supplies in relation to biological control methods if appropriate

Referrals may be by:	• Verbal or written correspondence i.e.: fax, letters, etc.
	• Photos of the problem/ issue
	• Video recording the problem issue

EVIDENCE GUIDE

Critical aspects of assessment:	• It is essential that the worker demonstrate competency in relation to identifying environmental conditions and strategies to control pests as part of this unit
	• The worker must collaborate effectively with householders and community members in order to gain their support and approval for the strategies that have been identified and agreed to
	• Basic reading skills may be required in relation to obtaining information from books or other resources which are not in the worker's first language
Underpinning knowledge:	• Understanding of what pests and rodents are
	• Work needs to reflect an understanding of the living and breeding places of different pests and rodents, and the environmental conditions which encourage them to live and breed
	• Knowledge of the links between pests, rodents and disease transmission
	• Basic knowledge of the diseases highlighted/ accentuated by different pests and rodents
	• Knowledge of different pests at different stages of their lifecycle
	• Knowledge of how to set mosquito traps if necessary
Underpinning skills:	• Ability to be able to effectively network and communicate with the employing organisation, householders, community members, key people and outside agencies
	• Problem solving skills in relation to identifying environmental (physical) conditions that may be attributing to pest problems in the household or community if relevant
	• Ability to use of phone/ fax
Resource implications:	• Competency in relation to networking to obtain information and advice on various strategies needs to be assessed in relation to access and use of a phone/ fax
	• Access to books and resources if required
	• Simulation of realistic work place setting for assessment

EVIDENCE GUIDE

Consistency in performance:	• Consistency in performance should consider the worker's ability to be able to monitor environmental (physical) conditions to determine if they might be attributing to any problems. This needs to occur more than once and over a period of time
Context of assessment:	• This unit is best assessed on the job.
• Assessment of competency may be through practical demonstration in the work environment or in an approved simulated work environment

UNIT HLTPOP10A   Monitor and maintain dog health in the community

Unit Descriptor

This unit aims to describe the competencies required to monitor dog health and dog population in the community and develop the necessary strategies and plans to address issues that may be of concern.

Working in compliance with relevant legislation and regulations within which the worker's organisation operates is essential.

ELEMENT	PERFORMANCE CRITERIA
1. Monitor dog health and dog population in the community	1.1 Benefits of conducting a dog profile are discussed with the community, and approval sought
	1.2 Information is gathered on the health, population and condition of dogs in accordance with job role
	1.3 Nature and extent of problem(s) is reported in accordance with organisational guidelines and procedures
2. Develop a dog health and/or dog population control plan	2.1 Strategies in relation to dog health and population control are discussed with the organisation, community and relevant others to determine the best course of action, and preferred option(s)
	2.2 Preferred option(s) are analysed within job role, and discussed with supervisor to determine their feasibility in relation to any obstacles that may exist
	2.3 A feasible plan of action is established in conjunction with the organisation, community and relevant others
	2.4 Roles and responsibilities of the organisation, worker, the community and other key people and/or outside agencies in relation to the plan are recognised and understood
	2.5 Worker contributes to the co-ordination of the plan in accordance with job role
3. Implement plan	3.1 Worker assists the community, organisation and relevant key people with the delivery of a dog health and/ or population control program in accordance with the plan
	3.2 Results in relation to the implementation of the plan are recorded in accordance with organisational policies and procedures
	3.3 Follow up measures are implemented by the worker as required

RANGE STATEMENT

Dog profile refers to:	• Information gathered on the health, population and condition of dogs
Benefits of conducting a dog profile may be:	• To give an overall picture of a situation, and keep the community informed • To assist with the development of strategies to address dog health issues in the community • To maintain the health of the dogs • To prevent the spread of infection
Information gathered may include:	• The number of dogs in each household/ the community • Unhealthy/ diseased and under-nourished dogs • Rogue or problem dogs • Dumped dogs
Reporting may include any number of the following range of variables:	• Verbal in either first language or English • Written checklists/ data collection in either first language or English, i.e. counting the number of dogs, sick dogs, undernourished dogs, etc. The numerical language chosen will be dependant upon the target group and whether or not the information gathered is to remain internally within the community or reported externally to other key people and outside agencies • Written notes in either first language or English • Photos of the condition/ population of dogs in the community • Video recording the condition/ population of dogs in the community
Information may be obtained from:	• Veterinarians • Aboriginal Health Workers • Environmental Health Officers • Other specialists/ experts • Books/ resources if required

RANGE STATEMENT

Strategies may include:

- Informing dog owners/ community about various strategies in relation to caring for dogs, e.g. nutritional food sources, the provision of clean/ dry shelter, checking dogs for fleas, ticks, wounds, sores, mange, eye and ear infections, immunising and worming dogs, washing dogs, seeking help and support for sick dogs, etc.
- Reducing the number of internal and external parasites, e.g. Dog Ivomec program
- Dog sterilisation/ contraception, e.g. Covinan to control population
- Putting dogs down/ euthanasia, e.g. Lethobarb, or by shooting

Informing dog owners/ community about various strategies in relation to caring for dogs

Advantages may include:

- Community control
- Healthier and happier dogs in the community
- Reduces the possibility of aggression and dog bites
- Limits the spread of infection

Disadvantages may include:

- Increased dog breeding rates as a result of improved health

Obstacles may include:

- Cultural issues in relation to dog ownership
- Inability to be able to afford to buy the necessary items to keep dogs healthy, e.g. nutritional food, medicated creams, eye and ear drops, worming tablets etc.
- Inability to gain access to veterinarians when required as a result of remoteness

Dog program to reduce the number of internal and external parasites, i.e. Ivomec

Advantages may include:

- Healthier and happier dogs in the community
- Limits the spread of infection

Disadvantages may include:

- Increased dog breeding rates due to improved health
- More competition and aggression between male dogs for female dogs in the community, leading to an increased number of dog wounds, and the possibility of wounds becoming infected

RANGE STATEMENT

Obstacles may include:	• Gaining access to Ivomec and the equipment needed to run a dog Ivomec program • Needs to be ongoing, approximately every 3 month

Dog sterilisation (spays castration) / contraception, i.e.: Covinan to control population

Advantages may include:	• Controls the dog population • Avoids multiple litters • Avoids disposal of unwanted/ excessive numbers of pups
Disadvantages may include:	• Expensive • The Covinan injection that is currently given as a means female contraception can sting the dog causing unwanted aggression towards the handlers
Obstacles may include:	• The community will need the assistance of a qualified veterinarian for sterilisation/ contraceptive procedures, sometimes for up to one or two weeks. This can present obstacles, e.g. transport and labour costs, accommodation for the veterinarian whilst they are in the community etc. • Covinan as a means of contraception for female dogs needs to be given every 5 months which can sometimes present difficulties with finding the same dog twice • Difficulties with correct timing in relation to administering Covinan, i.e. it needs to be given to dogs before they go on heat (at approximately 7 months of age), and it is not to be given to dogs if they are pregnant

Putting dogs down/ euthanasia i.e. Lethobarb

Advantages may include:	• Ends a dogs suffering, misery, and pain
Disadvantages may include:	• Cultural issues • It can be very emotional and stressful for the dog owner

RANGE STATEMENT

Obstacles may include:	• If chemical injections such as Lethobarb are to be used, the assistance of qualified veterinarians, or other people with permits to administer the drug will be required. Access to people who are qualified can present obstacles for some remote communities
Key people or agencies may include:	• Environmental Health Officers • Other environmental health worker • Aboriginal Health Workers • Veterinarians • Specialists/ experts • Poisons branch
Relevant others/community members may include:	• Aboriginal Health Workers • Other clinic staff • Dog owners • Householders • Community members • Elders and traditional owners
Organisation may refer to:	• Community council • Community clinic • Other employer bodies/ agencies
Contributions to the co-ordination of the plan may include:	• Seeking community support for the plan • Ordering in supplies and equipment, e.g. Ivomec, dispenser guns, marker spray paint etc. • Networking and liaising with veterinarians, aboriginal health workers environmental health officers, other specialists/ experts • Informing the community about the times and dates for any proposed programs • Organising the assistance of other helpers to aid with the handling of the dogs if required
Assistance with the delivery of a dog health and/or population control program may include:	• Talking to dog owners/ community members about strategies to care for their dogs if required • Talking to dog owners/ community members about the causes of disease, and the possibilities of transmission between animals and humans

RANGE STATEMENT

- Talking to dog owners about treatment for specific dogs in the household/ community, e.g. how many to be given Ivomec, which dogs to be put down, sterilised (spays/ castration) contraception etc
- Negotiating options with dog owners if required
- Handling dogs as required
- Marking dogs who have been treated
- Disposing of dogs who are put down
- Assisting the veterinarian with sterilisation/ contraceptive procedures if required
- Assisting veterinarian, EHO with measuring out dosages of Ivomec (usually onto bread) and giving treatment to dogs in conjunction with dog owners

Results may refer to:

- Number of dogs treated
- Number of people informed about the diseases affecting their animals
- Method and type of treatment
- Problems such as aggressive dogs that were unable to be treated etc.

Follow up measures may include:

- Giving Ivomec treatment to dogs every 3 months
- Assisting with the administration of Covinan every 5 months
- Identifying and monitoring the location of female dogs being treated with Covinan in the community to ensure that they are easily found when required
- Talking to the community/ dog owners about strategies for ongoing care of their dogs
- Monitoring dog diseases or deaths in the community, especially outbreaks
- Checking up on dogs after vet visits, e.g. dogs needing ongoing medication, or those just operated on. This information can then be feed back to the vet, as problems can quite often be dealt with over the phone and medication sent if the vet has already seen the animal

Success of the plan may refer to:

- Reduction in the number of sick dogs in the community
- Reduction and/ or the stabilising of population
- Increased community awareness in relation to strategies to care for their dogs
- Reduction of transmissible diseases

RANGE STATEMENT

Reporting methods may be:	• Verbally in either first language or English
	• Written in either first language or English, e.g. notes, written reports etc.

Feedback may be through:	• Photos of the condition/ population of dogs in the community
	• Video recording the condition/ population of dogs in the community
	• Verbally in either first language or English depending on the target group and who the feedback is being provided to, i.e. the employing organisation, community or relevant others
	• Written in either first language or English

EVIDENCE GUIDE

Critical aspects of assessment:	• A demonstrated ability to collaborate effectively with dog owners and members of the community in order to gain their support and approval to monitor dog health and population in the community
	• Ability to maintain and access effective networks which contribute to the achievement of objectives
	• Collaborative approach from the organisation, community, dog owners, indigenous environmental health workers, environmental health officers, and other key people/ specialists in order to implement the plan effectively
	• Competency must be assessed in relation to the strategies which the community has chosen to be implemented as part of the plan
	• Safe work practices and procedures must be demonstrated if handling dogs and/ or drugs as part of the plan
	• Basic reading skills may be required in relation to obtaining information from books or other resources which are not in the worker's first language
Underpinning knowledge:	• Advantages/ disadvantages and obstacles in relation to various strategies
	• Traditional and non traditional responsibilities and benefits of owning a dog
	• Cultural issues which may impact on strategies, e.g. dog dreaming
	• Knowledge of the roles and responsibilities of the worker, community, dog owner, organisation and other key people or specialists in relation to the implementation of the plan
	• Knowledge of points of contact
All work needs to reflect knowledge of the common dog diseases that can make a dog unhealthy e.g.:	• Flea infestation
	• Tick infestation
	• Worm infestation
	• Infected sores or wounds
	• Mange
	• Eye and ear infections
	• Ringworm infection
	• Hydatid tapeworm infection
	• Hookworm infection

EVIDENCE GUIDE

All work needs to reflect an understanding of the factors that can lead or contribute to dogs becoming unhealthy, e.g.	• Hungry dogs • Too many dogs • Dogs whose nutritional requirements are not met • Dogs that are not properly groomed and checked regularly for conditions such as fleas, ticks, ringworms, sores, wounds etc. • Dogs that are not treated for conditions that may cause infection and affect their health, • Dogs without access to clean/ dry shelter • Dogs that are not wormed and immunised
All work needs to reflect consideration and understanding of potential health issues in relation to dog population and health, e.g.	• Secondary injury as a result of bites from aggressive dogs • Potential disease risks and infections from dog bites, e.g. tetanus, etc. • People giving food to dogs and going without themselves • Dogs as vectors or carriers of disease, e.g. dog plays in sewage waste and then plays or licks children etc. • Allergies due to dog mange causing or contributing to skin disease • Gastrointestinal infections • Roundworm and hookworm larval migration • Worker needs to know points of contact in order to be able to obtain information on strategies in relation to dog health and population control
Underpinning skills:	• Ability to be able to effectively network and communicate with the employing organisation, householders, community members, veterinarians , EHOs, key people and outside agencies • Data collection skills as it relates to collecting information on the health, population and condition of dogs • Ability to consult with dog owners / community members as required • Communication skills, both internally within the community and externally to relevant others as required • Ability to negotiate options with dog owners/ community members as is necessary • Organisational skills in relation to the co-ordination and implementation of the planned strategies • Ability to use phone/fax

EVIDENCE GUIDE

	• Analytical and problem solving skills in order to determine the best course of action and preferred options
Resource implications:	• Competency in relation to networking and liaising with veterinarians, Environmental Health Officers, and other specialists/ experts needs to be assessed in relation to access and use of a phone /fax • Competency in relation to the delivery of a dog health and population control program needs to be assessed in relation to access and use of equipment and supplies in accordance with the strategy(s) to be implemented, and job role • Access to books and resources if required
Consistency in performance	• Consistency in performance should consider the nature and extent of problems in relation to dog health/ population • Consistency in performance should consider wide range of strategies in relation to the management of dog health and/or population • Cultural activities should also be taken into consideration, i.e. people leaving the community with their dogs to visit relatives in other communities, or to attend sporting events, football carnivals etc. As a result of these possible contingencies, this unit needs to be assessed on more than one occasion • This unit is best assessed over a period of time in order to monitor the success of the strategy(s) implemented as part of the plan
Context of assessment:	• This unit is best assessed on the job • The identification of strategies in relation to dog health can be assessed both on or off the job

The worker will receive training/ written approval from a veterinarian, Environmental Health Officers, or other people qualified to administer schedule 4 drugs, i.e. Ivomec during this unit. This can then be given to the poisons registrar to enable them to obtain Ivomec, and deliver follow up procedures for the Ivomec program on their own.

UNIT HLTPOP11A   Identify land care issues as they relate to health

Unit Descriptor
This unit aims to describe the competencies needed to identify land care issues that can impact on the health status of the community.

Working in compliance with relevant legislation and regulations within which the worker's organisation operates is essential.

ELEMENT	PERFORMANCE CRITERIA
1. Identify the role of the worker, key people and outside agencies in addressing land care issues in the community	1.1 All work reflects knowledge and understanding of the worker's role in addressing land care issues 1.2 All work reflects knowledge and understanding of the role of other key people and outside agencies in addressing land care issues in the community
2. Identify land care issues that can effect the health status of individuals and community members	2.1 Information is sought on land care issues that relate, either directly or indirectly to the possibility of disease transmission and/ or health related complaints 2.2 Additional information or advice is sought as required
3. Monitor land care issues in the community	3.1 Monitor land care issues in the community that could potentially impact on the health status of individuals and community members 3.2 Findings are reported in accordance with organisational policies and procedures 3.3 Referrals or requests from others are recorded in accordance with established procedures 3.4 Referrals are made to relevant others in accordance with organisational policies and procedures

RANGE STATEMENT

The Indigenous Environmental Health Worker's role in addressing land care issues may include:	• Monitoring and reporting excessive vegetation growth around sewerage ponds or other areas in the community • Identifying where and why dust problems are occurring in and around the community • Planting appropriate trees and shrubs to act as wind breaks • Repairing fences • Establishing mounds to stop vehicles and protecting plants • Blocking off bush tracks • Planting shade and fruit trees • Planting appropriate trees around septic tanks • Assisting Aboriginal Health Workers or others in the community to obtain and plant medicinal plants • Installing drip systems where appropriate • Education/health promotion
The role of other key people and outside agencies in addressing land care issues may include some of the following:	• Reducing the amount of vegetation in and around sewerage ponds • Laying bitumen on roads in and around the community to control dust • Land care projects i.e: bush medicine projects, tree planting projects, drip system or irrigation projects, conservation projects, etc. • Establishing community nurseries, etc.
Key people and outside agencies may refer to:	• Environmental Health Officers • Greening Australia • Aboriginal Health Workers • Other land care agencies • Other community workers, e.g. horticultural trainees and/or graduates, community development workers, etc.
Land care issues that either directly or indirectly relate to the possibility of disease transmission and/or health related complaints may include:	• Excessive vegetation/weed around sewerage lagoons which can lead to mosquito breeding and transmission of diseases such as Ross River Fever, Australian Encephalitis, etc. • Lack of shade trees which can lead to sunburn and the possibility of skin cancer • Lack of fruit trees for nutritional purposes

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- Lack of medicinal plants, "bush medicine"
- Lack of trees and shrubs to act as wind breaks against dust in the house yard, general community and outlying areas
- Lack of trees around septic tanks to prevent cars from driving over them and collapsing drains or breaking lids

Information may be sought by:
- Talking to key people and outside agencies
- Obtaining information from books, pamphlets, etc.

Additional information or advice may include:
- Seeking information or advice about specific health problems ie: respiratory complaints, skin infections and eye disease (abrasion and inflammation of the conjunctiva), as a result of dust; skin cancer due to a lack of shade trees in areas where people might gather, etc.
- Seeking additional information or advice on resources, or people to contact and network with in relation to land care issues as they relate to health

Monitor may be:
- Observations in the field
- Talking to householders and community members about any issues of concern

Findings may be:
- Areas in or around the community where dust may be originating from e.g. heavy traffic areas (front of the store, clinic council office); bush tracks, airstrip, football oval, rubbish dump etc.
- House yards and/ or living areas in need of wind breaks, fence construction or repair, dust sheltering plants, mounding to protect fencing from cars, planting of appropriate trees around septic tanks, wire bed frames off the ground so that people can still sleep outside if they want to but out of the dust, shade structures and roofs, etc.
- Community areas where people gather or meet that may be in need of shade structures, trees and/ or wind breaks
- The need to support the land care activities of existing groups e.g. Bush medicine projects, beautification projects, etc.

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Report may be:

- Verbal in either first language or English
- Written in either first language or English
- Photos of the problem/ issue of concern
- Video recording the problem/ issue of concern
- By showing supervisor the problem

Referrals from others may include:

- Requests from Aboriginal Health Workers for assistance in bush medicine projects, etc.
- Requests from householders or community members for assistance and/ or support in the development of the yard area i.e.: fencing repairs, planting trees around household septic tanks, planting fruit and shade trees in the yard/ community, wind breaks, etc.

Recording may be by:

- Taking notes of requests for support or assistance in either first language or English
- Showing the employing organisation/ supervisor any written requests for support i.e.: faxes, notes, letters etc. Requests for support might also come from local articles or brochures; for example the school might be advertising a future tree planting project in the community and be looking for outside support, etc.

Referrals to relevant others may be:

- Verbally in either first language or English depending on the target group and whether or not the referrals take place internally within the community, or outside the community to other key people or outside agencies
- Written correspondence i.e.: faxes, letters, etc.
- Photo of the problem/issue
- Video recording the problem/issue

Relevant others may include:

- Community development workers
- Horticultural workers
- Community council
- Government agencies
- Other land care agencies

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Critical aspects of assessment:	• Demonstrated understanding of health issues as they relate to land care
	• Consideration of access issues, i.e.: people's yards, camping areas, areas of cultural significance, etc.
Underpinning knowledge:	• Basic knowledge of environmental health strategies and recent priorities (e.g. UPK strategies, particularly in regards to nutrition, the reduction of crowding and dust control)
	• The relationship between land care issues and health
	• Knowledge of roles and responsibilities of the worker and relevant others in relation to land care
	• Knowledge of points of contact for the purposes of referral and/ or to seek information and advice on specific issues
Underpinning skills:	• Ability to be able to effectively network and communicate with the employing organisation, householders, community members, key people and outside agencies
	• Ability to use phone/fax for referrals if necessary
Resource implications:	• Competency in relation to making referrals to relevant others outside of the community either verbally or by written correspondence ie: faxes, needs to be assessed in relation to access and use of a phone/fax
Consistency in performance:	• Consistency in performance should consider the workers ability to be able to monitor land care issues in the community as they directly relate to the possibility of disease transmission and/ or health related complaints. This needs to occur more than once and over a period of time
Context of assessment:	• For the purposes of consistency this unit is best assessed on the job
	• This unit is a pre-requisite to unit *HLTPOP12A Develop a plan of action to address land care issues in the community*

UNIT HLTPOP12A Develop a plan of action to address land care issues in the community

Unit Descriptor

This unit describes the competencies needed to develop a plan of action to address land care issues that could potentially impact on the health status of individuals and community members.

HLTPOP11A Identify land care issues as they relate to health is a pre-requisite to this unit.

Working in compliance with relevant legislation and regulations within which the worker's organisation operates is essential.

ELEMENT	PERFORMANCE CRITERIA	
1. Develop a plan of action to address issues in relation to land care	1.1	Identify strategies to address land care issues that could potentially impact on the health status of individuals and community members
	1.2	Potential strategies are discussed with the organisation, community members and relevant others to determine priorities, and the best course of action for the particular issue(s) to be addressed
	1.3	A plan of action is developed in relation to the identified strategies discussed
	1.4	Roles and responsibilities of the organisation, worker, the community and other key people and/or outside agencies in relation to the plan are recognised and understood
2. Implement plan	2.1	Community support for the plan of action is sought in accordance with job role
	2.2	Resource requirements needed to implement strategies are located in accordance with established procedures and job role
	2.3	Worker assists with the implementation of the plan of action in accordance with job role and identified responsibilities
	2.4	Follow up procedures are implemented by the worker as required

ELEMENT	**PERFORMANCE CRITERIA**
3. Provide feedback on the implementation of the plan	3.1 Success of the plan is assessed against the plan of action in accordance with job role
	3.2 Strategies for improvement are reported in accordance with organisation policies and procedures
	3.3 Feedback is provided to the organisation, community and relevant others

RANGE STATEMENT

Strategies to address land care issues will vary between communities and may include:	• Ensuring that excessive vegetation growth around sewerage lagoons and in other areas of the community is controlled and maintained
	• Planting and maintaining fruit and shade trees in the house yard and community
	• Erecting shelters for shade in places where groups of people tend to gather for meetings or ceremonies
	• Obtaining, planting, and maintaining bush medicine in the community, near the clinic etc.
	• Planting and maintaining trees and shrubs to act as wind breaks against dust in the house yard, general community and outlying areas
	• Developing the yard area to reduce the impact of overcrowding and problems with wind blown dust
	• Planting and maintaining appropriate trees around septic tanks to prevent cars from driving over them and collapsing drains or breaking lids
Organisation may include:	• Community council
	• Community clinic
	• Other employer bodies/agencies
Relevant others may include:	• Environmental Health Officers
	• Aboriginal Health Workers
	• Other clinic workers
	• School children
	• Other community workers, e.g. horticultural workers, community development workers
	• Elders and traditional owners
Priorities may be in relation to:	• Perceived needs in the community, and issues of importance
	• Availability of resources and/or funding requirements, etc.

RANGE STATEMENT

A plan of action to address land care issues may include but is not limited to:

- The most appropriate and cost-effective way to control dust problems in the general community, e.g. using gravel from creek beds to place around traffic areas in the community such as the front of the clinic, community council, store; blocking off bush tracks with rocks, old tyres, 44 gallon drums, etc.

- Strategies to develop the house yard and/or living areas e.g. wind breaks, fence construction or repair, dust sheltering plants, mounding to protect fencing from cars, etc.

- The types of fruit and shade trees appropriate to the region, what people want to have planted, and where

- Involving school children in tree planting activities so that they feel a sense of ownership

- Identifying appropriate trees to plant around septic systems, and strategies to prevent people from driving over the top of septic systems while the trees are becoming established e.g. signage, fencing, mounds, education, etc.

- Managing land care projects ie: identifying community needs, resource requirements, action to be taken, etc.

Key people and outside agencies may include:

- Environmental Health Officers
- Greening Australia
- Aboriginal Health Workers
- Other land care agencies
- Other community workers e.g. horticultural trainees and/or graduates, community development workers

Resource requirements may include but are not limited to:

- Gravel from creek beds if applicable
- 44 gallon drums
- Rocks
- Old tyres
- Appropriate plants, shrubs and trees needed for specific purposes
- Fencing resources e.g. post driver, post hole borer, wire strainers, fencing pliers, fencing wire, knots for use in joining fence wire
- Resources for land care activities, e.g. pick, shovel, drip irrigation system etc.
- Availability of water sources, e.g. billabongs, bores

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etc.

- Funding issues in relation to projects

Success of the plan may refer to:
- Objectives being met in accordance with the plan
- Limited obstacles, e.g. very little need for the IEHW to intervene in relation to specific issues or problems
- Improvement in the over all health of individuals and community members
- Community support and empowerment in relation to the plan of action implemented
- Community support and empowerment in relation to assisting with ongoing maintenance e.g. watering plants as required, maintaining drip systems etc.

Strategies for improvement may include:
- Education/health promotion
- Developing additional strategies to involve school children in on going maintenance activities
- Identifying sources of additional funding for future land care activities/projects

Feedback may be:
- Verbally in either first language or English depending on the target group and whether or not the feed back provided takes place internally within the community or outside the community to relevant others
- Written correspondence, e.g. faxes, letters, etc.
- Photos of land care activities/projects
- Video recording land care activities/projects

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Critical aspects of assessment:

- Demonstrated ability to recognise land care strategies that have a health related outcome, or focus

- Effective collaboration with community members and relevant others to ensure that their views are addressed

- Ability to maintain and access effective networks which contribute to achievement of objectives

- Collaborative approach from the organisation, community, indigenous environmental health worker, key people, outside agencies and relevant others in order to implement the plan effectively

- Competency must be assessed in relation to the land care strategies that the community has chosen to be implemented as part of the plan

- Assessment of performance must be in relation to the strategies relevant to the worker's particular job role

- *HLTPOP11A Identify land care issues as they relate to health* is a pre-requisite to this unit

Underpinning knowledge:

- Basic knowledge of environmental health strategies and recent priorities (e.g. UPK strategies, particularly in regards to nutrition, the reduction of crowding and dust control)

- The relationship between land care issues and health

- Knowledge of the roles and responsibilities of the worker and relevant others in relation to land care

- Occupational health and safety considerations, e.g. safe use of tools and equipment, personal safety and clothing, particularly gloves when working with soil in top end communities, correct lifting procedures etc.

- Knowledge of appropriate trees to plant around septic tanks if required

- Knowledge of the necessary requirements to be adhered to when planting tall growing trees close to any power lines

- Knowledge of fruit and shade trees appropriate for the region (community/outstation)

Underpinning skills:

- Ability to be able to effectively network and communicate with the employing organisation, householders, community members, key people,

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	outside agencies and relevant others
	• Ability to consult with community members, key people, outside agencies and relevant others
	• Organisational skills in relation to the co-ordination and implementation of planned strategies
	• Analytical and problem solving skills in order to determine the best course of action and preferred options
	• Ability to use phone/fax
Resource implications:	• Competency in relation to the implementation of land care strategies needs to be assessed in relation to access and use of equipment/materials in accordance with the strategy(s) to be implemented and job role
	• Competency in relation to providing feedback to relevant others outside of the community either verbally or by written response, e.g. faxes, needs to be assessed in relation to access and use of a phone/fax
Consistency in performance:	It will be necessary to collect evidence across a range of events over a period of time to ensure identified situational variables are consistently achieved.
Context of assessment:	This unit is best assessed on the job.

UNIT HLTPOP13A   **Support community processes for the provision of ongoing repairs and maintenance to health hardware**

Unit Descriptor

This unit aims to describe the competencies needed to identify reporting processes, procedures and responsibilities for the provision of ongoing repairs and maintenance to health hardware items in the household and community.

This unit is best assessed in conjunction with unit *HLTPOP14A Provide basic repairs and maintenance to health hardware and fixtures.*

ELEMENT	PERFORMANCE CRITERIA
1. Identify community reporting processes and procedures for the notification of household and community repairs and maintenance requirements	1.1 Identify community reporting processes and procedures for the notification of faults and urgent repairs and maintenance requirements
	1.2 Reporting processes and procedures are discussed with supervisor, key people and outside agencies to ascertain the worker's roles and responsibilities in relation to established procedures
	1.3 Reporting processes and procedures are implemented in accordance with job role and organisational policies and procedures
2. Identify repairs and maintenance requirements that are within the area of responsibility	2.1 Faults and urgent repairs that are within the workers own area of responsibility or expertise are identified
	2.2 Problems that are outside of the workers area of responsibility or expertise are reported in accordance with organisational policies and procedures
	2.3 Referrals to other key people or outside agencies are made as appropriate and in accordance with established procedures

RANGE STATEMENT

Reporting processes may include:	• Relevant housing authority surveys • The community reporting own faults and problems on a board/ repairs and maintenance sheet • Worker monitoring, check listing and reporting faults and problems as part of job role • Householders and community members reporting problems verbally to the Indigenous Environmental Health Worker
Faults and urgent repairs and maintenance requirements may include:	• Faulty, blocked, damaged, broken or worn out health hardware items e.g. toilets, pipes, drains, septic systems and leach drains, taps, sewer pipes, etc. • Non-functional health hardware items needed to ensure that people are safe e.g. electrical fittings not operating safely, ongoing problems with power failures in the community resulting in non functional fridges and freezers for lengthy periods of time, house not able to be secured from wind, rain, dust and intruders • Non functional health hardware items needed to ensure that people can wash themselves and their clothes e.g. shower, hot water service, hand basin, bath or tub for washing children under 5 years old, washing machine, etc.
Key people and outside agencies may include:	• Environmental Health Officers • Housing and Local Government representatives • Housing Officers • Relevant water authority • Essential services officers • Community members • Community workers • Any other key people or outside agencies responsible for repairs and maintenance of health hardware in the community

RANGE STATEMENT

Workers roles and responsibilities in relation to established procedures may include:	• Assisting local Environmental Health Officer, housing and local government representatives with housing repairs and maintenance surveys • Assisting with the testing of electrical safety in houses and community buildings with an electrical safety testing device e.g. reverse polarity (wired the wrong way), no earth, power supply not available, voltage available • Supporting community members to identify and report their own faults and problems • Monitoring and reporting faults and problems as part of job role
Faults and urgent repairs that are within the workers roles and responsibility may include:	• Fixing leaking taps e.g. changing washers and reseating taps, etc. • Unblocking household plumbing and fixtures • Maintaining flush toilet systems • Repairs and maintenance to health hardware items in the home where appropriate
Reported may be:	• Verbally in either first language or English • Written in either first language or English • By showing supervisor the problem
Referrals may be:	• Verbally in either first language or English depending on the target group and whether or not the referrals take place internally within the community or outside the community to other key people or agencies • Written correspondence, e.g. fax, letters, etc. • Photos of the problem/issue • Video recording the problem/issue

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Critical aspects of assessment	• Demonstrated ability to identify repairs and maintenance requirements through established community reporting processes and procedures
	• Demonstrated understanding of the scope of roles and responsibilities in relation to the established procedures
Underpinning knowledge:	• Basic knowledge of National Indigenous Housing Guide
	• Responsibilities of key people and outside agencies in relation to household and community repairs and maintenance
	• Knowledge of worker's responsibilities in relation to household and community repairs and maintenance
	• Contact names and numbers of key people and outside agencies
Underpinning skills:	• Ability to be able to effectively network and communicate with the employing organisation, householders, community members, key people and outside agencies
	• Ability to use a phone and fax
Resource implications:	• Access to a phone/fax when required
	• Simulation of realistic workplace setting for assessment
Consistency in performance:	Assessment of this unit of competency needs to occur more than once and over a period of time
Context of assessment:	• This unit is best assessed on the job or in a simulated environment
	• This unit is best assessed in conjunction with unit *HLTPOP14A Provide basic repairs and maintenance to health hardware and fixtures.*

UNIT HLTPOP14A   **Provide basic repairs and maintenance to health hardware and fixtures**

Unit Descriptor

This unit aims to describe the competencies needed to perform basic repairs and maintenance to plumbing, fixtures, and health hardware items in the home and community.

Plumbing work must only be performed by a person authorised by registration or licence granted by the relevant State or Territory regulatory authority under legislation. As certification may vary between States and Territories workers should consult with the relevant regulatory authority before undertaking this work.

ELEMENT	PERFORMANCE CRITERIA	
1. Develop a repairs and maintenance plan	1.1	In conjunction with supervisor, develop a timetable and work plan to address repairs and maintenance requirements that are the responsibility of the worker
	1.2	Location in which repairs and maintenance are to be carried out is determined from job requirements
	1.3	Householders, community members and other community workers are notified of the proposed timetable and work plan to ensure that approval is obtained, and work is coordinated effectively
	1.4	Materials necessary to complete the work are obtained in accordance with established procedures and checked against job requirements
	1.5	Tools and equipment needed to perform tasks are obtained in accordance with established procedures and checked against job requirements
2. Carry out repairs and maintenance	2.1	OHS policies and procedures for carrying out repairs and maintenance are followed
	2.2	Under the supervision of key people carry out repairs and maintenance in accordance with work plan
	2.3	Unplanned events or conditions are responded to in accordance with organisational policies and procedures
	2.4	Approval is obtained in accordance with established procedures from relevant others before any contingencies are implemented
	2.5	Quality of the work undertaken is checked in accordance with established procedures
	2.6	Tools and equipment are stored in accordance

ELEMENT	PERFORMANCE CRITERIA
	with organisational policies and procedures upon the completion of work tasks or daily activities
3. Inspect and notify completion of work	3.1 Final inspections are undertaken to ensure that repairs and maintenance conforms to requirements
	3.2 Work completion is notified in accordance with organisational policies and procedures

RANGE STATEMENT

Time table and work plan will include:	• Allocating sufficient time for the worker to provide information and support to householders and community members as part of on the job role • Determining work tasks in order of priority
To ensure that approval is obtained may refer to:	• Entry onto premises (private households) to perform work • Approval to perform work in specific buildings, e.g. men's and women's places, or other buildings/areas of cultural significance
Work is co-ordinated effectively may refer to:	• Organising suitable times with householders, community members to gain access onto premises • Co-ordinating work around the activities of people within premises, or other workers who may be doing work in the same area, house or building at the same time
Materials will depend upon the level of work, task and context (area) of environmental health within the worker's responsibility. This may include, but is not limited to the following:	• Solvent glue for PVC • Primer solution for PVC pipe • Assorted tap handles and plumbing fittings to suit the community • Teflon tape • Grease and/or Vaseline® • Tap jumper washes in sizes to suit the community • Thread sealing type • Assorted "O" rings • Replacement parts for cisterns in flush toilets • DT traps • Inspection caps • Rubber washers • Y's and joiners

RANGE STATEMENT

Tools and equipment will depend upon the level of work, task and context (area) of environmental health within the worker's responsibility. This may include, but is not limited to the following:

- Tap spanners ½, ¾ and 1 sizes
- Adjustable spanner
- Plumbing rods (steel type) with plunger and screw end fittings for medium (50mm) and large (100mm) pipe
- Internal pipe expander
- Tap reseating kit with ½, ¾ and 1 cutter blades
- Sink plunger (100mm)
- Pointy nose pliers
- Multi grip pliers
- Stilson® wrench x 2
- Self protective equipment including PVC gloves
- Safety glasses, rubber, steel capped boots and overalls
- Cleaning equipment

Under the supervision of key people refers to:

- People with experience and/or qualifications, skills in basic repairs and maintenance to household plumbing, fixtures and health hardware items, e.g. plumbers, essential services officers, environmental health officers, other more experienced workers in the community, etc.

RANGE STATEMENT

Repairs and maintenance will depend upon the level of work, task and context (area) of environmental health within the worker's responsibility. This may include, but is not limited to:	• Maintain functioning toilet system, e.g. identify and replace a faulty float, remove and replace washer, clear blocked "S" bend, clear sewer pipe, replace rubber cone, replace pan collar, replace inlet valve, replace toilet seat/lid, lubricate points in the cistern, etc. • Maintaining septic tanks, e.g. unblock septic system, unblock drain, clean and replace floor grids, replace DT traps, replace inspection caps, replace rubber washers, replace pipes, replace Y's and joiners • Fixing leaking taps either from the spout, middle of the tap, handle or where the tap joins the pipe, e.g. changing washers, reseating tap, replacing "O" ring or top of the tap, removing tap and winding Teflon tape on the thread, etc. • Unblocking drains, pipes, sewer pipes and household plumbing and fixtures • Maintaining and repairing other health hardware items that are within area of responsibility and/or expertise, e.g. tightening or replacing shower rose, fixing broken toilet role holders, fixing loose or broken shelving used to store shampoos, soaps, and detergents, etc.
Unplanned events or conditions may include:	• Inability to gain access onto premises, e.g. aggressive dogs, nobody home • Sick people in the household that don't want to be disturbed • Sorrow business • Broken tools or equipment • Missing parts or materials • A problem that is worse than originally anticipated • Other more urgent problems noticed during the job
Relevant others may include:	• Elders • House holders • Community members • Supervisor • Key people • Community council • Other employer agencies/bodies

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Quality of work undertaken is checked may be:	• Repairs check list • Physical checks and tests to see if problem has been rectified, e.g. switching mains back on and observing to see if taps still leak, checking to see if sinks or drains are unblocked by observing fast running water flowing down the drain, etc.
Organisation may be:	• Community council • Community clinic • Other employer bodies/agencies
Final inspections may be:	• Showing work to supervisor when satisfied with the quality of work • Asking householders or community members if there have been any further difficulties with the repair work • Inspecting jobs as part of daily activities before notifying the employer of work completion
Work completion notified may be:	• Verbally in either first language or English • Written check lists against work plans

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Critical aspects of assessment:	• Demonstration of knowledge related to applicable organisation and legislative requirements in relation to repairs and maintenance tasks
	• Maintenance tasks must be demonstrated according to specifications and manufacturers instructions
	• Demonstrated ability to follow work place instructions
	• Demonstrated ability to work within task priorities
Underpinning knowledge:	• OHS requirements, e.g. protective clothing and equipment, adequate lighting to perform tasks, identification of work place hazards and preventative measures, personal safety issues when dealing with sewage and sewerage systems, etc.
	• Knowledge of household plumbing design and fixtures if working within the context of sewerage systems and/or water supply systems
	• Correct tools, equipment and materials to be used for the task required
	• Procedures for carrying out repairs
	• Regulation and legislation relevant to the work carried out
	• Procedures for storing tools and equipment on completion of tasks
Underpinning skills:	• Listening skills and ability to follow instructions
	• Ability to be able to effectively network and communicate with householders, community members and relevant others as required
	• Problem solving skills in relation to repairs and maintenance tasks, i.e. if a tap is leaking, it is important to be able to identify where the tap is leaking from in order to be able address the problem appropriately, etc.
Resource implications:	• Access to tools materials and equipment needed to perform tasks
	• Simulation of realistic workplace setting for assessment

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Consistency in performance:	• Assessment of this unit of competency needs to occur more than once and over a period of time until the worker is able to perform basic repairs and maintenance without direct supervision
Context of assessment:	• Competency is best demonstrated in the work place as part of on the job activities
	• Competency can also be assessed in constructed simulation

Under no circumstances is the Indigenous Environmental Health Worker to carry out tasks that are the proper and legal responsibility of licensed plumbers.

It is advisable that the Indigenous Environmental Health Worker receives immunisation against the risk of Hepatitis A (and B) before dealing with sewage and sewerage systems.

UNIT HLTPOP15A Ensure the provision of functional and durable health hardware items in the home and community

Unit Descriptor

This unit aims to describe the competencies needed to ensure that repairs and maintenance in the community is being adequately addressed in terms of the ongoing provision of functional and durable health hardware.

Plumbing work must only be performed by a person authorised by registration or licence granted by the relevant State or Territory regulatory authority under legislation. As certification may vary between States and Territories workers should consult with the relevant regulatory authority before undertaking this work.

ELEMENT	PERFORMANCE CRITERIA	
1. Obtain information on the provision of functional and durable health hardware in the household and community	1.1	Information is obtained on the method(s) used by the community to monitor and assess repairs and maintenance of their housing stock
	1.2	Information is obtained on the health hardware items purchased and used by the community to repair, replace and maintain their housing stock
	1.3	Community members and householders are consulted to determine the success of the method(s) being used in relation to the ongoing provision of functional and durable health hardware
	1.4	Feedback from community members is reported in accordance with organisational policies and procedures
2. Identify any gaps that may exist	2.1	Gaps are identified where relevant and discussed with supervisor
	2.2	Any additional observations are made as required, and in accordance with job role
	2.3	Roles and responsibilities of the worker in relation to the identified problems and gaps are recognised and understood
3. Address issues in accordance with job role	3.1	A work plan is developed in conjunction with supervisor to address issues of concern in accordance with job role
	3.2	Advice and/or support from key people and outside agencies is sought as required
	3.3	Problems and gaps identified as being outside of the workers area of responsibility are referred to relevant others in accordance with organisational policies and procedures
	3.4	Follow up procedures are implemented to ensure that problems are being adequately addressed
	3.5	Follow up procedures are reported to supervisor as required in accordance with established procedures

RANGE STATEMENT

Methods may include:	• Relevant housing authority surveys
	• Community board/repairs and maintenance sheet for householders and community members to report their own repairs and maintenance requirements
	• Indigenous environmental health worker reporting repairs and maintenance noticed as part of on the job role
	• Householders and community members reporting repairs and maintenance requirements to the indigenous environmental health worker
Ongoing provision of functional and durable health hardware items may refer to, but is not limited to some of the following:	• Functional household plumbing and fixtures
	• Functional septic tanks and sewerage systems
	• Functional hot water service
	• Functional washing machines
	• Functional basins for washing children under 5 years old
	• Functional and safe electrical circulatory in the household
	• Adequate food preparation surfaces and storage areas/cupboards
	• Adequate fences and shelters (wind breaks) in the yard area/community
Reported may be:	• Verbally in either first language or English
	• Written in either first language or English ie: notes, checklists, etc.
Equipment/materials for presentations may include:	• Community council
	• Community clinic
	• Other employer bodies/agencies
	• Diagrams

RANGE STATEMENT

Gaps may include:	• Repairs and maintenance problems not being addressed or dealt with in a reasonable time frame of reporting a fault or problem
	• Constant surveying without service
	• Lack of community support for reporting processes
	• Replacement parts and repairs being made with cheap and non-durable health hardware items
	• Poor initial design and construction to begin with, e.g. non-graded wet areas, living areas constructed too close to wet areas, etc.
	• Lack of community funding to address repairs and maintenance requirements
Additional observations may include:	• Looking for patterns e.g. are other households/community members having the same problem with the same piece of health hardware
	• Observing to see if householders/community members have a need for specific health hardware items that may not exist e.g. shelving and food storage cupboards, washing machines, etc.
Roles and responsibilities of the worker may include:	• Obtaining information on alternative/durable health hardware items
	• Encouraging community members to support repairs and maintenance reporting methods if required through education and community empowerment
	• Inquiring about funding to assist with the provision of ongoing repairs and maintenance and/or durable health hardware items
	• Ordering in supplies if necessary
A work plan may be:	• Time table/planner
	• Prioritising tasks and issues to be addressed
	• Determining points of contact/networks
Key people and outside agencies may include:	• Centre for Appropriate Technology
	• Environmental Health Officers
	• Housing and Local Government
	• Aboriginal Health Workers
	• Elders
	• Other community workers
	• Government agencies

RANGE STATEMENT

Advice and/or support may be:	• Information on where to go, or who to contact to address particular or specific issues of concern • Information and/or advice on durable health hardware items appropriate for the region (community, outstations) • Cost of durable health hardware items
Referral may be:	• Verbally in either first language or English depending on the target group and whether or not the referrals take place internally within the community or outside the community to relevant others • Written correspondence, i.e.: faxes, letters, etc.
Relevant others:	• Housing Officers/managers • Community council • Housing and Local Government • Contractors
Follow up procedures may include:	• Monitoring reported repairs and maintenance requirements to ensure that problems are being adequately addressed and dealt with • Ensuring that the work is being done within an appropriate time frame, particularly for urgent repairs and maintenance • Ensuring that all repairs and replacement parts are being made with durable health hardware items appropriate for the region • Monitoring community reporting processes

EVIDENCE GUIDE

Critical aspects of assessment:	• Demonstrated ability to be able to identify gaps that may exist in relation to the provision of ongoing, functional and durable health hardware in the community through the use of problem solving processes
Underpinning knowledge:	• Community reporting processes for repairs and maintenance requirements
	• Philosophies and principles in relation to housing for health (e.g. principles of UPK, including recent priorities)
	• Knowledge of what can fail in the house and why e.g. poor design, non-durable materials such as plastic shower grates, etc.
	• Knowledge of durable health hardware items appropriate to the region e.g. taking into account harsh water supply, etc.
	• Knowledge of roles and responsibilities of the worker and relevant others in relation to the provision of functional and durable health hardware in the household and community
	• Community processes for funding repairs and maintenance
Underpinning skills:	• Problem solving skills in relation to identifying gaps and "looking for patterns" if necessary
	• Ability to be able to effectively network and communicate with householders, community members, employing organisation, key people, outside agencies and relevant others
Context of assessment:	• This unit is best assessed on the job

UNIT HLTPOP16A   Monitor and maintain septic or on-site systems

Unit Descriptor
This unit aims to describe the competencies needed to identify the basic way in which septic tanks function, and the strategies needed to maintain on-site systems in the community.

Plumbing work must only be performed by a person authorised by registration or licence granted by the relevant State or Territory regulatory authority under legislation. As certification may vary between States and Territories workers should consult with the relevant regulatory authority before undertaking this work.

ELEMENT	PERFORMANCE CRITERIA
1. Identify components of the septic or on-site system in the community	1.1 Identify household plumbing design and fixtures and the way in which effluent and sullage (grey water) waste leaves the house or building to go out to the waste disposal system
	1.2 Identify septic tank design and components of on site systems
	1.3 Identify the basic way in which septic tanks work to treat the sewage
	1.4 Identify problems that can occur with septic systems and household plumbing and fixtures
2. Monitor and maintain the septic or on-site disposal system in the community	2.1 Identify strategies within the workers own roles and responsibilities to prevent the transmission of disease as it relates to septic or on site systems
	2.2 In conjunction with supervisor, develop a work plan in relation to the identified strategies to be used
	2.3 Implement strategies in accordance with the plan
	2.4 Report any difficulties or problems to supervisor in accordance with organisational policies and procedures
	2.5 Refer any problems or difficulties that are outside of area of responsibility or expertise to key people or agencies

RANGE STATEMENT

Plumbing design and fixtures may include:	• Bath , basin and shower recess • Drain or floor waste gully • Kitchen sink • Grease traps • Water trough • Toilet and toilet vent • Sewer pipe • Rod end • Inspection openings • Disconnector traps, "S" or "P" traps
Septic tank design and components of on-site systems may include:	• Inspection opening • Round or rectangular tank design • Two tank design or one tank with a dividing wall down the middle • Concrete bottoms and lids, some rectangular tanks may have metal lids • Scum bucket • Inlet/outlet pipes • Baffle • Leach/French drain • Soakage trenches and transpiration beds
Identify the basic way in which septic tanks work to treat the sewage may refer to:	• Germs treat the waste matter and turn it into a sludge or effluent (waste water) which is then carried to the leach drain etc • A scum blanket (hard crust) forms on the top of the material in the septic tank creating an air tight seal which assists in the break down of sewage by the germs
Problems that can occur may include but are not limited to the following:	• Cars driving over septic tanks lids and drains causing them to collapse • Sludge build up in the tank • Scum blanket or solid matter that may be blocking the inlet or outlet pipes • Broken, blocked or collapsed leach/French drains • Septic tanks that are not installed correctly, or installed in the wrong position e.g. too close to a water supply, in areas that flood regularly, in areas that have a high water table etc. • Kitchen sink blocked by food scraps

RANGE STATEMENT

	• Flushing toilet bowl blocked
	• Flushing toilet cistern not working
	• Grease trap lids not properly sealed resulting in smell, and access for pests to breed
	• Septic tank lids that are not sealed properly resulting in smell, the possibility of people coming into contact with disease causing germs, and access for pests to breed
	• Leaking taps and toilet cisterns which can fill up septic systems
Identify strategies within the workers own roles and responsibilities may include:	• Education/health promotion to householders and community members as part of job role
	• Repairs and maintenance to household or community plumbing and fixtures to ensure that all faulty, blocked, damaged or worn our parts are mended or replaced as soon as possible
	• Monitoring and maintaining septic or on-site systems, i.e. check scum bucket, blanket, inlet/outlet pipes, sludge, and the lid of the tank for cracks and damage. Also need to check for overflow, and if drain has collapsed
	• Checking for signs of potential problems with on-site systems, e.g. the sewage in the toilet or the liquid waste from other fixtures flows away very slowly, liquid waste overflows from the disconnector traps, wet areas on top of the tank, etc.
	• Planting appropriate trees around septic tanks to prevent cars from driving over the top of them if required
	• Assisting with septic tank pump outs
Develop a work plan may include: .	• Diary planner/timetable
	• Prioritising tasks
	• Organising task check lists
	• Ordering in supplies i.e.: trees to plant around septic tanks, etc.
Report may be:	• Verbally in either first language or English
	• Written in either first language or English
	• By showing supervisor the problem

RANGE STATEMENT

Referrals may be:	• Verbally in either first language or English depending on the target group and whether or not the referrals take place internally within the community, or outside the community to other key people or agencies
	• Written correspondence i.e.: faxes, letters, etc.
	• Photos of the problem/issue
	• Video of the problem issue
Problems that may be outside of the workers area of responsibility include some of the following:	• Inappropriate septic tank size or design, e.g. a septic tank that is unable to deal with fluctuating occupancies in the household
	• Inappropriate installation of septic tanks, e.g. septic tank installed less than 100m from the communities water supply
	• Septic tank and leach drain that need replacing
Key people or agencies may include:	• Community council
	• Environmental Health Officers
	• Essential Services Officers
	• Relevant water authority
	• Plumbers
	• Others involved with the maintenance of on – site systems

EVIDENCE GUIDE

Critical aspects of assessment:	• Demonstrate understanding of the how septic/on-site systems function • Demonstrate competency in relation to monitoring septic or on site systems, and checking for signs of potential problems as part of this unit
Underpinning knowledge:	• Knowledge of what sewage is and the difference between effluent (black) and sullage (grey) water • Basic knowledge and understanding of the water and sewerage plans for the community if available • OHS requirements in relation to working with sewage and sewerage systems • Knowledge of sewerage disposal strategies for communities or outstations without a sewerage disposal system (on site/septic system or sewerage/effluent system) e.g. grease trap and soakage pit, pit toilets, shallow trench latrines etc. • Knowledge of various problems that can to happen household plumbing, on site systems and the reasons why e.g. people putting things other than toilet paper down the toilet, people putting food scraps down the sink etc. • Knowledge of how to monitor septic system and check for signs of potential problems • Knowledge of appropriate trees to plant around septic tanks if required consistent with local codes of practice or legislation
Underpinning skills:	• Ability to effectively network and communicate with the employing organisation, householders, community members, key people and outside agencies • Monitoring and recording skills, i.e. checklists, notes etc. • Problem solving skills in relation to identifying potential problems that can occur with septic or on-site systems, and household plumbing and fixtures. Ability to be able to "check for signs" of potential problems • Ability to use a phone and fax

EVIDENCE GUIDE

Resource implications:

- Access to a phone and fax when required
- Access to tools, materials and equipment for basic repairs and maintenance tasks if necessary
- Access to appropriate trees to plant around septic tanks if required
- Simulation of realistic workplace setting for assessment

Consistency in performance:

Consistency in performance should consider the workers ability to be able to monitor septic or on-site systems, and check for signs of potential problems. This needs to occur more than once and over a period of time.

Context of assessment:

This unit is best assessed on the job or in a realistic workplace setting.

UNIT HLTPOP17A   Monitor and maintain sewerage or effluent systems

Unit Descriptor
This unit aims to describe the competencies needed to identify the basic way in which sewage lagoons function, and the strategies needed to maintain sewerage/effluent systems in the community.

Plumbing work must only be performed by a person authorised by registration or licence granted by the relevant State or Territory regulatory authority under legislation. As certification may vary between States and Territories workers should consult with the relevant regulatory authority before undertaking this work.

ELEMENT	PERFORMANCE CRITERIA
1. Identify components of the sewerage or effluent disposal system in the community	1.1 Identify household plumbing design and fixtures and the way in which effluent and sullage (grey) waste leaves the house or building to go out to the waste disposal system
	1.2 Identify components of the sewerage or effluent waste disposal system in the community
	1.3 Identify the way in which the sewage receives its treatment in the community
	1.4 Identify problems that can occur with sewerage or effluent systems, and household plumbing and fixtures
2. Monitor and maintain the sewerage or effluent disposal system	2.1 Identify strategies within the workers own roles and responsibilities to prevent the transmission of disease as it relates to sewerage and effluent disposal
	2.2 In conjunction with supervisor develop a work plan in relation to the identified strategies to be used
	2.3 Implement strategies in accordance with the plan
	2.4 Report any difficulties or problems to supervisor in accordance with organisational policies and procedures
	2.5 Refer any problems or difficulties that are outside of area of responsibility or expertise to key people or agencies

RANGE STATEMENT

Plumbing design and fixtures may include:	• Bath , basin and shower recess • Drain or floor waste gully • Kitchen sink • Grease traps • Water trough • Toilet and toilet vent • Sewer pipe • Rod end • Inspection openings • Disconnector traps • "S" or "P" traps
Identify components may be by:	• Discussing the effluent system lay out for the community with the relevant water authority, Essential Services Officers, Environmental Health Officers, etc. • Obtaining a water and sewerage plan for the community if available, and with support identifying basic components of the system
Components of a sewerage or effluent system may refer to:	• Sewer connections, man holes, sewer pipes, pumping station, final effluent pond/lagoon etc.
The way in which the sewage receives its treatment in the community could be either by:	• Septic tanks at each building or household
Problems that can occur may include but are not limited to the following:	• Tree roots growing into main sewer pipe joints • Soil blocking broken sewer pipes • Lagoons not being adequately maintained • Broken fences around lagoons • Kitchen sink blocked by food scraps etc. • Flushing toilet bowl blocked • Flushing toilet cistern not working • Grease trap lids not properly sealed allowing smell and cockroach breeding • Leaking taps and toilet cistern which can fill up septic systems or sewerage lagoons

RANGE STATEMENT

Identify strategies within the workers own roles and responsibilities may include:	• Education/health promotion to householders and community members as part of job role
	• Repairs and maintenance to household or community plumbing and fixtures to ensure that all faulty, blocked, damaged, broken or worn out parts are mended or replaced as soon as possible
	• Monitoring sewage lagoons and out fall, and checking for signs of potential problems, i.e. bad smells, still areas on the surface of the pond(s), water which is not a light flecked green colour, excessive vegetation growth in and around the pond(s) etc.
	• Maintaining sewerage systems and sewage lagoons, e.g. removing rubbish/objects from the water, maintaining fences and signs, unblocking sewer pipes (need to liaise with relevant water authority before adopting any of these strategies)
Develop a work plan may include:	• Diary planner/timetable
	• Prioritising tasks
	• Organising task check lists
Report may be:	• Verbal in either first language or English
	• Written in either first language or English
	• By showing supervisor the problem
Referrals may be:	• Verbally in either first language or English depending on the target group and whether or not the referrals take place internally within the community, or outside the community to other key people or agencies
	• Written correspondence, e.g. fax, letters, etc.
	• Photos of the problem/issue
	• Video recording the problem/issue
Problems that may be outside of the workers area of responsibility include some of the following:	• Eroded or broken lagoon banks
	• Lagoon banks which are not angled at 15-20 degrees
	• Water depth not being maintained at one metre

RANGE STATEMENT

Key people or agencies may include:

- Community council
- Environmental Health Officers
- Essential Services Officers
- Relevant water authority
- Plumbers
- Others involved with the maintenance of effluent systems

EVIDENCE GUIDE

Critical aspects of assessment:	• Demonstrate understanding of how the sewerage/effluent systems function
	• Demonstrate competency in relation to monitoring sewage lagoons and effluent systems, and checking for sign of potential problems as part of this unit
Underpinning knowledge:	• Knowledge of what sewage is and the difference between effluent (black) and sullage (grey) water
	• Basic knowledge and understanding of the water and sewerage plans for the community if available
	• OHS requirements in relation to working with sewage and sewerage systems
	• Knowledge of sewerage disposal strategies for communities or outstations without a sewerage disposal system (on-site septic or sewerage/effluent system) e.g. grease trap and soakage pit, pit toilets, shallow trench latrine etc.
	• Knowledge of various problems that can happen to household plumbing, effluent systems and why e.g. people putting things other than toilet paper down the toilet, people putting food scraps down the sink
	• Knowledge of the basic requirements necessary for sewerage ponds to work effectively and efficiently and how to monitor sewerage/effluent systems for signs of potential problems
Underpinning skills:	• Ability to be able to effectively network and communicate with the employing organisation, householders, community members, key people and outside agencies
	• Monitoring and recording skills, e.g. checklists, notes
	• Problem solving skills in relation to recognising and identifying potential problems that can occur with sewerage or effluent systems, and household plumbing and fixtures. Ability to be able to "check for signs" of potential problems
	• Ability to use a phone/fax
Resource implications:	• Access to a phone and fax when required
	• Access to tools materials and equipment for basic repairs and maintenance tasks if necessary
	• Access to fencing materials if required
	• Simulation of realistic workplace setting for assessment

EVIDENCE GUIDE

Consistency in performance: Consistency of performance should consider the workers ability to be able to monitor sewage lagoons and effluent systems and check for signs of potential problems. This needs to occur more than once and over a period of time.

Context of assessment: This unit is best assessed on the job or in a realistic simulated work environment.

UNIT HLTPOP18A   Monitor and maintain water supply

Unit Descriptor
This unit aims to describe the competencies needed to identify the basic way in which water supply systems function, and the strategies needed to maintain water supply systems in the community.

Plumbing work must only be performed by a person authorised by registration or licence granted by the relevant State or Territory regulatory authority under legislation. As certification may vary between States and Territories workers should consult with the relevant regulatory authority before undertaking this work.

ELEMENT	PERFORMANCE CRITERIA
1. Identify components of the water supply system in the community	1.1 Identify household plumbing design and fixtures and the way in which water supply enters the house or building along internal plumbing and pipes to taps and appliances
	1.2 Identify components of the water supply system in the community
	1.3 Identify problems that can occur with water supply systems and household plumbing and fixtures
2. Monitor and maintain the water supply system	2.1 Identify strategies within the workers own roles and responsibilities to prevent the transmission of disease as it relates to water supply
	2.2 In conjunction with supervisor develop a work plan in relation to the identified strategies to be used
	2.3 Implement strategies in accordance with the plan
	2.4 Report any difficulties or problems to supervisor in accordance with organisational policies and procedures
	2.5 Refer any problems or difficulties that are outside of area of responsibility or expertise to key people or agencies

RANGE STATEMENT

Plumbing design and fixtures may include:	• Pipes, e.g. copper and poly • Indoor and outdoor taps • Bath, shower • Water trough • Hand basin • Kitchen sink • Toilet cistern • Stop cock or cistern cock • Breech piece to connect hot and cold water • Hot water unit • House connection, isolation valve and water metre
Identify components may be:	• Discussing the water supply system lay out for the community with the relevant water authority, Essential Services Officers, Environmental Health Officers, etc. • Obtaining a water and sewerage plan for the community if available, and with support identify the basic components of the system
Components of a water supply system may refer to:	• Main, rising main, pumping stations, pumps, reticulation main, drain points, air release valves, treatment plant or storage tank, non return valve
Problems that can occur may include but are not limited to:	• Leaking water supply pipes or valves because of cracks, corrosion or poor installation • Broken down or worn out pumps • Corrosion, cracks and leaks in water/storage tanks • Excessive organic matter/sludge collecting on the bottom of tanks • Broken lids on tanks • Aggressive water supply, particularly in tropical areas, e.g. may need special plastic fittings and more maintenance of all parts of the water supply • Leaking taps • Leaking toilet cisterns • Non functioning hot water service
Identify strategies within the workers own roles and responsibilities may include:	• Education/health promotion to householders and community members as part of job role • Repairs and maintenance to household and community plumbing and fixtures, e.g. fixing leaking taps, maintaining toilet cisterns, etc. • Monitoring water supply and checking for signs of possible contamination either at the source such as a river or bore, in storage such as elevated tanks, or in the pipe system which delivers water to the user

RANGE STATEMENT

	• Maintaining water supply system, i.e.: ensuring that all joints in the pipe system are maintained free of leaks and that any leaks or broken pipes are reported/repaired as soon as possible. Ensuring that community water tanks or domestic rain water tanks have proper fitting lids, be clean, not leaking and free from animals such as frogs, etc.

Develop a work plan may include:
- Diary planner/timetable
- Prioritising tasks
- Organising task check lists

Report may be:
- Verbal in either first language or English
- Written in either first language or English
- By showing supervisor the problem

Referrals may be:
- Verbally in either first language or English depending on the target group and whether or not the referrals take place internally within the community, or outside the community to other key people or agencies
- Written correspondence, i.e.: fax, letters, etc.
- Photos of the problem/issue
- Video recording the problem/issue

Problems that may be outside of the workers area of responsibility include some of the following:
- Building development near water supply
- Septic tanks and leach drains that have been installed too close (less than 100m) from the water supply
- Low water pressure as a result of inappropriate water system design, or an increase in housing development in the community

Key people or agencies may include:
- Community council
- Environmental Health Officers
- Essential Services Officers
- Relevant water authority
- Others involved with maintenance of water supply systems

EVIDENCE GUIDE

Critical aspects of assessment:	• It is essential that the worker must demonstrate competency in relation to monitoring water supply and water supply systems, and checking for signs of possible contamination as part of this unit
Underpinning knowledge:	• Knowledge of the various sources of water and how water is accessed in the community, e.g. bore, surface water, spring water, rock catchments, soaks, dams, rain water tanks, etc.
	• Knowledge and understanding of the causes of water contamination (organic and inorganic) and how it can be prevented
	• Very basic knowledge of water supply contaminants, e.g. dissolved salts, suspended solids, germs and parasites
	• Knowledge and understanding of how to monitor water supply (what to look for) and the various signs of possible contamination
	• Basic knowledge and understanding of the water and sewerage plans for the community if available
	• OHS requirements in relation to working with water supply
	• Knowledge of various problems that can happen with household plumbing, water supply systems and why, e.g. people not reporting or fixing leaking taps or toilet cisterns which can then fill up septic tanks or sewerage lagoons, people using the area around the water supply source for recreation uses, etc.
Underpinning skills:	• Knowledge of the various sources of water and how water is accessed in the community, e.g. bore, surface water, spring water, rock catchments, soaks, dams, rain water tanks, etc.
	• Knowledge and understanding of the causes of water contamination (organic and inorganic) and how it can be prevented
	• Very basic knowledge of water supply contaminants, e.g. dissolved salts, suspended solids, germs and parasites
	• Knowledge and understanding of how to monitor water supply (what to look for) and the various signs of possible contamination
	• Basic knowledge and understanding of the water and sewerage plans for the community if available
	• OHS requirements in relation to working with water supply

EVIDENCE GUIDE

- Knowledge of various problems that can happen with household plumbing, water supply systems and why, e.g. people not reporting or fixing leaking taps or toilet cisterns which can then fill up septic tanks or sewerage lagoons, people using the area around the water supply source for recreation uses, etc.

Resource implications:
- Access to a phone/fax when required
- Access to tools, materials and equipment for basic repairs and maintenance tasks if necessary
- Simulation of realistic work place setting for assessment

Consistency in performance:
- Consistency of performance should consider the workers ability to be able to monitor water supply and water supply systems and check for signs of potential problems. This needs to occur more than once and over a period of time

Context of assessment:
- This unit is best assessed on the job or in a realistic simulated work environment

UNIT HLTPOP19A   Conduct testing and interpretation of results of community water supply

Unit Descriptor
This unit aims to describe the competencies needed to assess the quality of the water supply source in the community, and implement measures to address issues of concern if necessary.

ELEMENT	PERFORMANCE CRITERIA	
1. Determine processes used to monitor water quality in the community	1.1	Information is obtained on the responsibilities of key people and outside agencies for monitoring the quality and safety of water supply in the community, and surrounding outstation(s) if appropriate
	1.2	Processes used by key people and outside agencies to sample and treat water supply in the community/outstation(s) is recognised and understood
	1.3	Responsibilities of the worker in relation to the processes used is determined and/or negotiated with supervisor, key people and outside agencies
2. Monitor and maintain water quality in the community	2.1	Worker assists relevant others with monitoring and maintaining the quality and safety of water supply in the community and/or surrounding outstations in accordance with job role
	2.2	Findings are reported to supervisor in accordance with organisational policies and procedures
	2.3	Follow up measures are discussed with supervisor, key people and outside agencies where relevant to determine the most appropriate option(s) to address any issues of concern
3. Implement follow-up procedures	3.1	Follow up measures are implemented in accordance with established procedures and job role
	3.2	Follow up measures are monitored and evaluated to determine the success of methods being used
4. Provide feedback and advice	4.1	Evaluation of follow up measures is documented in accordance with organisational policies and procedures
	4.2	Feedback is provided to supervisor, key people and outside agencies where appropriate
	4.3	Advice is provided on alternative or additional strategies to maintain water quality if required

RANGE STATEMENT

Key people and outside agencies may refer to:	• Essential Services Officers • Environmental Health Officers • Water Treatment Plant Operator (ESO) • Aboriginal Technical Worker • Relevant water authority
Processes used may include, but are not limited to some of the following:	• Analysing where the water source is, and using problem solving skills to determine what the likely contaminants are nearby, e.g. If a water source is near a known mine site it might be useful to have the water tested for the metals that are found in the mine etc. • Analysing physical properties of water, e.g. colour, taste and odour • Sampling water for chemical and/or biological properties. For example, for biological samples taken from a tap, the tap must first be sterilised • Water needs to be run through the tap to clear any water that may still be sitting in the pipes. • The spout of the tap then needs to be heated for approximately one minute to kill any bacteria before taking the sample • It is important that whoever is taking the sample does not let their hands or fingertips come into contact with the water, neck of the container, or inside of the container • A date and a time should be written on the container, and the sample chilled • The sample needs to get to the laboratory within 5-12 hours of it being taken. In remote areas, sample taking needs to be co-ordinated appropriately in accordance with flight schedules etc. • For biological samples taken from flowing or still water different sampling techniques are used to prevent contamination from the hands or arm of the person taking the sample • Analysing test results in accordance with water quality guidelines, e.g. the Australian Water Quality Guidelines • Water treatment and disinfection e.g. filters, chlorination, distillation, boiling water for approximately 10 minutes if there is no form of disinfection in the community or outstation, etc.

RANGE STATEMENT

Responsibilities of the worker will depend upon the negotiated job role and may include the following:	• Observing the water for strange tastes, smells or colours and making referrals where appropriate • Identifying likely contaminants from everyday community knowledge • Sampling and/or assisting in taking water samples • Participating/assisting with water treatment and disinfection processes • Analysing and/or assisting in analysing test results in accordance with water quality guidelines e.g. the Australian Water Quality Guidelines
Findings may include:	• Signs of possible contamination, e.g. strange tastes, smells or colours, • Contaminants identified from everyday community knowledge and/or observations • Results from water tests • Local indicators of contaminants e.g. additional presentations at the clinic for problems such as stomach pains, vomiting or diarrhea, particularly with children
Follow up measures and options may include:	• Discussing strategies to address water quality issues e.g. alternative forms of treatment/disinfection, further sampling to clarify results if required, etc. • Health promotion/education to community members e.g. care of water supply systems, and strategies to prevent contamination of the water supply source in the community • Promoting the boiling of water if necessary, etc.
The follow up measures implemented in accordance with established procedures and job role may include:	• Filing test results and following up on any issues of concern if appropriate • Assisting with treatment/disinfection procedures if necessary • Repeating water sampling tests to determine if there has been any improvement in the water quality after disinfection • Assisting the council to obtain information on alternative treatment processes and costs if required

RANGE STATEMENT

Evaluation of follow up
measures may include:

- Determining whether or not there has been an improvement in water quality test results
- Assessing if there has been a drop in clinic presentations for conditions such as stomach pains, vomiting or diarrhoea, particularly with children if relevant
- Evaluating the success of community education/health promotion strategies used in terms of community control and disease prevention
- Evaluating the success of networks formed between the worker, key people and outside agencies

Documented may include:

- Verbal or written reports in either first language or English
- Oral reports on tape in either first language or English ie: comparing water quality test results on tape to determine if there has been any improvements, interviewing Aboriginal Health Workers or other clinic staff in relation to possible drops in clinic presentations for conditions such as stomach pains, vomiting or diarrhoea, particularly with children if relevant etc.

Advice may be in relation to:

- Alternative treatment/disinfection strategies, costs etc.
- Strategies to promote more successful education/health promotion outcomes in the community
- Specific environmental health issues in relation to water supply

EVIDENCE GUIDE

Critical aspects of assessment:	• Demonstrated understanding or the roles and responsibilities of the worker, key people and outside agencies in relation to water sampling and disinfection/treatment processes • Demonstrated ability to be able to liaise effectively with other key people and outside agencies in relation to water supply
Underpinning knowledge:	• Knowledge of sources of water in the community and how the community accesses its water supply • Knowledge of water contaminants and where they come from • Knowledge of the signs and indicators of possible contamination • Knowledge of water uses and the quality of water required for different purposes, e.g. drinking and cooking water requires the highest quality of water, the next highest is water used for bathing, washing or swimming, the lowest level of water quality is water used for flushing the toilet, washing cars or watering gardens etc. • Knowledge of water sampling techniques and treatment/disinfection processes • Knowledge of how to interpret water testing results • Knowledge of water quality guidelines, e.g. the Australian Water Quality Guidelines • Knowledge of environmental health issues in relation to water supply
Underpinning skills:	• Networking skills with key people and agencies responsible for monitoring and maintaining water supply and quality • Problem solving skills in order to be able to identify what the likely contaminants might be nearby • English literacy skills in order to be able to interpret water testing results
Resource implications:	• Access to resources required to take water samples, e.g. specimen jar, pen for recording date and time of sample, a gas or methylated spirit burner if sampling from a tap (can use a piece of cotton wool attached to the end of a length of wire and soaked in methylated spirits if resources are not available), eskies and freezer bricks, etc. • Simulation of realistic work place setting for assessment

EVIDENCE GUIDE

Consistency in performance:	• Assessment of this performance should take place more than once and over a period of time
Context of assessment:	• Competency is best demonstrated in the workplace as part of on the job activities
	• Competency can also be assessed in constructed simulation

UNIT HLTPOP20A   Monitor and maintain rubbish collection and disposal systems

Unit Descriptor

This unit aims to describe the competencies needed to identify community processes for rubbish collection and disposal, and the strategies needed to monitor and maintain rubbish collection and disposal systems in the community.

Working in compliance with relevant legislation and regulations within which the worker's organisation operates is essential.

ELEMENT	PERFORMANCE CRITERIA
1. Identify community processes for rubbish collection and disposal	1.1 All work reflects consideration of what constitutes rubbish
	1.2 All work reflects knowledge and understanding of community processes in relation to rubbish collection and disposal
2. Monitor and maintain the rubbish collection and disposal system in the community	2.1 Identify strategies within the workers own roles and responsibilities to prevent the transmission of diseases as it relates to rubbish collection and disposal
	2.2 In conjunction with the supervisor develop a work plan in relation to the identified strategies to be used
	2.3 Implement strategies in accordance with the plan
	2.4 Discuss any potential issues of cultural concern with relevant community members if necessary
	2.5 Report any difficulties or problems to supervisor in accordance with organisational policies and procedures
	2.6 Refer any problems or difficulties that are outside of the area of responsibility or expertise to key people or agencies

RANGE STATEMENT

What constitutes rubbish may refer to:	• Biodegradable waste • Non-biodegradable waste • Solid waste • Liquid waste • Recyclable waste
Community processes in relation to rubbish collection and disposal may refer to:	• Position of bins in the community • Collection schedule • Personnel responsible for collection and disposal • Type of vehicle and equipment used to collect rubbish, transport rubbish, and operate the tip • Personnel responsible for vehicle and equipment maintenance • Place and method of eventual disposal • Alternative access routes if roads are cut off at any time, e.g. wet season, "business", etc. • Alternative strategies for smaller communities and outstations
Identify strategies within the workers own roles and responsibilities may include:	• Monitoring street litter and the location of bins to ensure that there is an adequate number of bins near community facilities • Ensuring that there is provision of bins for each house/ living area for the deposit of household rubbish • Ensuring that bins are located at strategic points along heavy pedestrian pathways • Ensuring that bins are durable and appropriately designed, e.g. bins on stands with chained lids to prevent dogs from tipping them over and keep pests out, etc. • Assisting with the promotion and implementation of special clean up days in the community, e.g. larger items such as washing machines, car bodies, fridges and freezers etc. • Monitoring tip sites to ensure that they are constructed and operated appropriately, e.g. location of tip site in relation to the community, roads leading in and out, appropriate signage, access, depth of trenches/ appropriate land fill methods for example, rubbish to be dumped at the working face only, etc.

RANGE STATEMENT

	• In smaller outstations or communities the Indigenous Environmental Health Worker may have sole responsibility for maintaining the tip, e.g. digging trenches (2 metres deep) and covering over rubbish; this can be done by shovel if machinery is not available
	• Education/ health promotion, e.g. health effects of littering (hazards), options for recycling, composting, methods of household disposal of rubbish items, e.g. wrap broken glass in paper before taking it out to the bin, wash out tins of food, only throw paper items in the campfire, etc.
Develop a work plan may include:	• Diary planner/ timetable • Prioritising tasks • Organising task check lists
Issues of concern may be:	• Rubbish tips being constructed without adequate consultation with the community, particularly in respect to areas of cultural significance, e.g. men's and women's areas, sacred sites, etc. • In instances where the Indigenous Environmental Health Worker has sole responsibility for constructing and maintaining the tip site (smaller communities and outstations) the worker may need to ask or seek permission, additional advice/ support on the most appropriate location for the site
Relevant community members may include:	• Elders • Traditional owners • Others in the community
Report may be:	• Verbal in either first language or English • Written in either first language or English • By showing supervisor the problem

RANGE STATEMENT

Referrals may be:	• Verbally in either first language or English depending on the target group and whether or not referrals take place internally within the community, or outside the community to other key people or agencies
	• Written correspondence, i.e.: fax, letters, etc.
	• Photos of the problem/ issue
	• Video recording the problem/ issue
Problems that may be outside of the workers area of responsibility include some of the following:	• Grading roads to ensure that there is all season access to the tip site
	• Constructing alternative access roads if necessary
	• Picking up people's litter in the community
Key people and outside agencies may include:	• Environmental Health Workers
	• Community council
	• Relevant government agencies (Planning, environment and transport departments)
	• Contractors
	• Community development workers
	• Others responsible for rubbish collection and disposal in the community

EVIDENCE GUIDE

Critical aspects of assessment:	• It is essential that the worker must demonstrate competency in relation to monitoring rubbish collection and disposal processes in the community as part of this unit
Underpinning knowledge:	• Sources of rubbish, e.g. household, living areas, store, clinic, meeting places, etc.
	• Community processes in relation to rubbish collection and disposal
	• Recycling/ re-using options
	• Bin designs/ sizes
	• Basic knowledge of rubbish tip designs and environmental health considerations in terms of appropriate location of tip sites
	• Basic knowledge of tip disposal methods (trench/ land fill) and organisation of tip site, e.g. roads leading in and out, signage, etc.
Underpinning skills:	• Ability to be able to effectively network and communicate with the employing organisation, householders, community members, key people and outside agencies
	• Problem solving skills in relation to recognising and identifying potential environmental health risks and hazards that can occur with rubbish collection and disposal processes in the community
Resource implications:	• Access to resources, tools and equipment required to monitor and maintain rubbish collection and disposal in the community, e.g. shovel for digging own trenches in small outstations, access to light plant and machinery if possible and where appropriate, additional bins to place along heavy pedestrian pathways if necessary, etc.
Consistency in performance:	• Consistency in performance should consider the worker's ability to be able to monitor rubbish collection and disposal processes in the community and identify any potential environmental hazards and risks. This needs to occur more than once and over a period of time

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- Assessment of performance must be in relation to Indigenous Environmental Health Workers job role and area of responsibility in relation to the community processes that may already be established

Context of assessment:

- This unit is best assessed on the job

UNIT HLTPOP21A   **Assist with monitoring food storage and handling procedures in the community**

Unit Descriptor

This unit aims to describe the competencies needed to monitor and oversee food storage and handling procedures taking place within food premises and outlets in the community.

Working in compliance with relevant legislation and regulations within which the worker's organisation operates is essential.

ELEMENT	PERFORMANCE CRITERIA	
1. Monitor and assess food storage and handling procedures	1.1	Under the supervision of key people, assist with the inspection of food storage and handling procedures and premises/food outlets within the community
	1.2	Monitor and oversee food storage, handling and hygiene procedures to ensure that appropriate environmental health standards are being met by relevant people
	1.3	Discuss any issues of concern with relevant people as required, and offer advice if needed or requested
2. Develop a plan of action to address any issues of concern if appropriate	2.1	Problems that are not rectified within an appropriate time frame are reported to supervisor in accordance with organisational policies, procedures, and recommendations made where appropriate
	2.2	Issues of concern are discussed with supervisor, organisation and community members in order to determine the best course of action to address the issue/problem(s)
	2.3	A plan of action is developed in conjunction with supervisor, organisation, and community members
	2.4	Roles and responsibilities of the worker, key people, organisation and community members in relation to the plan are recognised and understood
	2.5	Issues of concern are dealt with in accordance with job role and the agreed upon course of action
3. Review follow up procedures to ensure that issues are being addressed	3.1	Follow up procedures are monitored to ensure that issues are being adequately addressed and rectified by relevant people within appropriate timeframes
	3.2	Any further issues of concern or non compliance

are reported in accordance with organisational
policy and procedures

RANGE STATEMENT

Key people may include:

- Anybody with legislative authority to inspect food premises and outlets
- Environmental Health Officers

Inspection may refer to:

- Construction and design of food outlet/premises
- Refrigerator and freezer facilities
- Preparation and storage surfaces
- Sanitary facilities
- Lighting
- Hot food storage
- Dry storage areas
- Food hygiene practices

Premises/food outlets may include:

- Community store
- Take away outlets
- Food stalls at community events
- Any other food preparation facility in the community

Monitor and oversee food storage handling and hygiene procedures could refer to:

- Overseeing that problems noticed as part of the inspection are being adequately dealt with and addressed by relevant people
- Monitoring food outlets in the community to ensure that food storage, handling and hygiene practices are adequate etc.
- Checking that potentially hazardous (perishable) foods are stored either at 5 degrees Celsius or below, or at 60 degrees Celsius or above
- Checking that all food items are protected from contamination by foreign objects or substances, dirt, insects and vermin, etc.
- Observing store owners and food handlers practice safe personal hygiene practices such as washing hands before touching food, after going to the toilet, after using a tissue or a handkerchief, after smoking, etc.

RANGE STATEMENT

Relevant people may include:	• Store owners or shop keepers • Food handlers • Food transporters • Any other food preparation facility in the community
Advice may be in relation to:	• Strategies for safe food storage, handling and hygiene practices, e.g. preventing cross-contamination of foods, importance of keeping food out of the danger zone, importance of practicing safe personal hygiene practices when handling food etc. • Contact numbers of people who can assist with further information and advice if required
Appropriate time frame may refer to:	• Time allocated in relation to any work orders given by key people as part of inspections • Time needed to address issues, taking into account the nature and extent of problems, and any remote issues that may be apparent • Obvious non compliance to issues of concern
Reporting may be:	• Verbally in either first language or English • Written in either first language or English, e.g. notes, checklists, etc.
Recommendations refers to:	• Workers interpretation of the nature and extent of problems, and personal opinions about the most appropriate way to address issues
Organisation may include:	• Community council • Community clinic • Other employer bodies/agencies
Community members may include:	• Store committee members • Elders • Aboriginal Health Workers • Interested community members

RANGE STATEMENT

A plan of action may include:

- Holding a community meeting with the store keeper and/or food handlers to discuss issues of concern
- Delegating somebody to discuss issues of concern on a one to one basis
- Referring issues on to key people with legislative authority to enforce changes

Follow up procedures are monitored may refer to:

- Overseeing whether or not problems are being addressed and rectified
- Making note of any problems that still exist, or additional issues of non compliance to the plan of action implemented

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Critical aspects of assessment:	• Demonstrated understanding of the importance of proper food hygiene/handling/storage
	• Demonstrated ability to be able to collaborate and negotiate with relevant people, i.e. store owners, shop keepers, food handlers, and food transporters
	• Demonstrated ability to be able to adequately deal with, and resolve conflict if necessary
Underpinning knowledge:	• Knowledge of the links between improper food storage and handling and the transmission of bacterial infections (food poisoning)
	• Knowledge of the ways in which food can become contaminated through incorrect handling
	• Knowledge of the "danger zone" and the various ways that food can become contaminated through incorrect storage
	• Knowledge of high risk foods, e.g. foods that generally need to be refrigerated and have a high moisture content
	• Knowledge of how to prevent cross contamination through correct food storage and handling practices and the breaking of the food contamination chain
	• Knowledge of the basic legislative requirements and standards (FSANZ National Food Safety Standards) necessary when assisting with any formal food premise inspections in communities
Underpinning skills:	• Ability to be able to effectively network and communicate with the employing organisation, store owners, shop keepers, food handlers, food transporters, Environmental Health Officers and community members
	• Problem solving skills in relation to interpreting the nature and extent of problems and identifying the most appropriate way to address issues
	• Ability to work co-operatively with others
Resource implications:	• Access to key people for formal inspections ie: Environmental Health Officers, or anybody with legislative authority to inspect food premises and outlets

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- Access to appropriate thermometers, e.g. probe thermometer, or in some instances a non contact infra-red thermometer
- Access to alcohol swabs to wipe the thermometer with
- Access to swab test kits for bacteria
- Planning skills
- Keeping records of schedules and costs

Consistency in performance:	Consistency in performance should consider the worker's ability to monitor and effectively address issues as they arise regarding food storage and handling, as well as hygiene procedures within community food outlets/premises. This needs to occur more than once and over a period of time.
Context of assessment:	• *Due to the fact that the worker may have no legislative authority at this level, shop keepers and food handlers can object to their entry onto premises during formal inspections* • Evidence of competence is best obtained by observing activities in the field; however, if not possible, observations in realistic simulated environments may be substituted. Oral questioning and hypothetical situations (scenarios) may also be used to assess competence

UNIT HLTPOP22A   Implement a disaster plan

Unit Descriptor
This unit describes the competencies required to fulfil the workers' roles and responsibilities in responding to a disaster, as set out in a prepared disaster plan.

ELEMENT	PERFORMANCE CRITERIA	
1. Identify existing local disaster planning strategies	1.1	Local community organisations providing emergency services are identified through discussions
	1.2	Disaster planning exercises are identified and strategies for this community are noted
2. Identify own role in the delivery of the disaster plan	2.1	Local disaster planning processes are identified
	2.2	Roles and responsibilities of the disaster planning co-ordinator and other persons are identified and workers own role is determined
	2.3	Relevant state/territory lead agency local representative is identified and contacted as appropriate
	2.4	Appropriate joint planning is put in place
3. Ensure role of community organisations in the delivery of the disaster plan is understood	3.1	Roles and responsibilities of community organisation are identified and explained
	3.2	Assessment of skills and possible training of community organisation representatives is undertaken
	3.3	Disaster is staged and performance of relevant organisations assessed
4. Provide feedback on Disaster Plan	4.1	The effectiveness of the Disaster Plan is assessed
	4.2	Ways to improve the Disaster Plan are identified and documented
	4.3	Supervisor/manager and disaster planning co-ordinator are provided with information on the effectiveness of the Disaster Plan and suggested ways to improve

RANGE STATEMENT

Disasters may include:

- Floods
- Cyclones
- Nuclear
- Fires
- Riots/raids
- Earthquakes

A disaster plan (and planning strategies or processes) means:

- Guidelines and/or plans for responding to various types of disaster, detailing worker roles and responsibilities, resource needs and sources and situation management strategies

The Disaster Plan Co-ordinator:

- The person in the community/service/organisation (or another organisation) who is assigned the responsibility of co-ordinating the full implementation of the Disaster Plan

Community organisations may include:

- State/territory health department
- Police
- Social security
- Local government
- Emergency services
- Non-government organisations
- Service providers of various types
- Community groups who provide care to the community

Lead agency means:

The organisation with primary co-ordination responsibility for managing the response to the disaster

RANGE STATEMENTS

Cultural context:

The competency standards are based upon acknowledgment and support of the diverse cultural and traditional values of communities that the health worker works in. Health workers are upholders of traditional and cultural values. Their behaviour and practice must be culturally sensitive and supportive of traditional healing and health, knowledge and practices.

Community control:

Community participation and control in decision-making is essential to all aspects of health work, and the role of the health worker is to support the community in this process.

Supervision:

In this document, references to supervision describe supervision of work by more experienced workers, supervisors, managers or other health professionals, either directly or indirectly.

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Underpinning knowledge:	• Relevant policies, protocols and procedures of the organisation
	• Relevant equipment and technology (types, sources, operation and maintenance)
	• Small group facilitation
	• Local resources, suppliers and trades people
	• Project development
	• The content of the disaster plan
Underpinning skills:	• Communication
	• Networking, negotiation
	• Implementation skills related to the workers role and responsibilities in implementing the disaster plan
Context of assessment:	• The workplace is recommended including assessment by supervision and peers. Information may be gathered from supervisors and peers, by observation and inquiries and from written and other sources.
	• Off-the-job role plays and exercises may also be used

UNIT HLTPOP23A   **Develop a disaster plan**

Unit Descriptor
This unit describes the competencies required to develop in consultation with other agencies and key people, which sets out the roles and responsibilities of workers and others in the community, for responding to a disaster.

ELEMENT	PERFORMANCE CRITERIA	
1. Liaise with relevant government agencies	1.1	Government policies which affect the organisation are identified and documented
	1.2	Government agencies are consulted with in relation to different roles in the local disaster plan
2. Identify and liaise with appropriate community organisations	2.1	Community organisations are identified and an information database is developed
	2.2	Contact is established through a variety of communication strategies
	2.3	Restrictions to effective liaison are identified and processes are developed to promote communication with other agencies
3. Incorporate local requirements for disaster planning and relief into a plan	3.1	Information on local requirements and resources is collected from the key people and organisations
	3.2	Roles and responsibilities of other organisations are clarified
	3.3	Plan is written
	3.4	A promotions strategy is established and implemented
4. Co-ordinate volunteer support	4.1	Volunteers are sought for disaster plan designated roles, via identified organisations and public processes
	4.2	Roles and responsibilities are clarified
	4.3	Team leaders are identified by discussion with organizations
	4.4	Meetings are held to discuss disaster plan and personnel requirements
5. Ensure training for volunteers and staff	5.1	Training requirements for volunteers and staff are established
	5.2	Training programs are developed
	5.3	Promotion of training is undertaken
	5.4	Training schedule is developed and promoted
	5.5	Training is provided
	5.6	Training is evaluated and modified as required

ELEMENT	**PERFORMANCE CRITERIA**
6. Evaluate and modify Disaster Plan	6.1 Key people are consulted about effectiveness of the disaster plan
	6.2 The disaster plan is adapted to meet community needs
	6.3 The amended disaster plan is distributed to key people
	6.4 Additional training is provided as required

RANGE STATEMENT

Disasters may include:	• Floods • Cyclones • Fires • Earth quakes • Nuclear accidents • Riots, raids
A disaster plan(s) is:	• Guidelines and/or plans for responding to various types of disaster, detailing the roles and responsibilities of workers, resource needs and sources and situation management strategies
Government agencies may include:	• State /Territory Health Department • Police • Social Security • Local Government • Emergency Services
Community organisations may include:	• Government and non-government agencies • Health care service providers • Other service providers • Tradespeople • Community groups who provide care to the community
Resources may include:	• Premises • Grounds • Accommodation • Workplace equipment • Materials • Plant vehicles • Exclusive use • Occupation
Key people will include:	• Those within and external to organisation • Community leaders and representatives • Agencies /service representatives • Trade and professional services

RANGE STATEMENT

Cultural context: The competency standards are based upon acknowledgment and support of the diverse cultural and traditional values of communities that the health worker works in. Health workers are upholders of traditional and cultural values. Their behaviour and practice must be culturally sensitive and supportive of traditional healing and health, knowledge and practices.

Community control: Community participation and control in decision-making is essential to all aspects of health work, and the role of the health worker is to support the community in this process.

Supervision: In this document, references to supervision describe supervision of work by more experienced workers, supervisors, managers or other health professionals, either directly or indirectly.

Legislative requirements: Clinical practice may be governed by Federal, State or Territory legislation, which defines workers' roles and responsibilities. Implementation of the competency standards must reflect the legislative framework in which a health worker operates. This may reduce the Range of Variables in practice and assessment.

                        Lack of resources, remote locations and community needs often require health workers to operate in situations which do not constitute "usual practice". Because of this, health workers may need to possess more competencies than described by "usual practice circumstances". Lack of resources or the environment in which the health worker works does not negate the requirement for the worker to work within a legislative framework, and be enabled by the employer to do so.

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Underpinning knowledge:	• Relevant policies, protocols and procedures of the organisation • Relevant Federal, State and Local government policies, guidelines and • Legislation relating to disaster management • Relevant equipment and technology • Local resources, suppliers and trades people • Existing disaster plans (developed by other organisations who service the Community • Project development • Local disaster planning processes and networks • Community networks • Community views on disaster management
Underpinning skills:	• Communication and liaison • Networking • Human Resource Management • Negotiation • Small group facilitation • Planning • Training
Context of assessment:	• The workplace is recommended for assessment including by supervisor and peers, by observation and inquiries, and from written and other sources. • Off-the-job role plays and exercises may also be used

UNIT HLTPOP301A   Work effectively in the Population Health sector

Unit Descriptor

This unit assists workers to understand and apply basic principles of Population Health to their work. It also locates the Population Health worker within the larger context of regional and national initiatives and organisations promoting health.

ELEMENT	PERFORMANCE CRITERIA	
1. Apply key principles of Population Health approach to work	1.1	Current and historic concepts of health and its determinants are identified
	1.2	Key principles to a Population Health approach are identified and used to assess current work approach
	1.3	Work approach is modified so as to apply key principles of Population Health
2. Gather information on the organisations within which Population Health work is conducted	2.1	Relevant local, state and national organisations supporting Population Health work are identified
	2.2	Each organisations' contribution to Population Health work is clarified
	2.3	The role of the worker within the multi-sectoral and multi-strategic approach to Population Health is developed
3. Work within the context of the population health approach	2.4	All population health work reflects consideration of the historical social, political and economic context
	2.5	All worked is checked to ensure it complies with relevant legislative and regulatory frameworks

RANGE STATEMENT

The term population may refer to:	• General Australian population
	• Any subgroup within that population identified by age, sex, ethnicity, sexual identity, geographical location, physical environment, lifestyle choices, socio economic status, disability, health status, etc.
	• Any community defined as collective group of people identified by common values and mutual concern for the development and well-being of their group or geographical area
Context includes:	• Statutory framework within which work takes place
	• Historical context of work, e.g. changing attitudes to environmental health, changing approaches to public health
	• Changing social context of work, e.g. changing government and societal views of environmental health, health promotion and disease prevention aspects of primary health care
	• Political context, e.g. government policies and initiatives affecting environmental health work
	• Economic context, e.g. the current economic situation as it relates to and affects environmental health and the subsequent impact on individual and community needs
Concepts/Models of health include:	• Medical model
	• Salutogenic model
	• Social view of health
	• Academic/professional models of health
Different models of work in the sector may include:	• Early intervention/ disease prevention
	• Community development and education
	• Health promotion
	• Working with individuals
	• Working with families and the community
	• Community funded indigenous environmental health workers
	• Government health services funded indigenous environmental health workers

RANGE STATEMENT

Health determinants may include:	• Political
	• Biological and genetic factors
	• Physical environment
	• Socio-economic factors (e.g. Social gradient, stress, early life, social exclusion, work, unemployment, social support, addiction, food, transport, housing, etc.)
	• Behavioural
	• Cultural
	• Quality of health services
Key principles to a Population Health approach may include:	• Population focus
	• Preventive focus with stress on building individual/community's capacity to control health determinants for a better quality of life
	• Sensitivity to access and equity issues
	• Sensitivity to cultural differences
	• Health as a resource for everyday living and not as end in itself
	• Health as a result of complex interaction among determinants
	• Shared responsibility of health
	• Educational-Ecological approach
	• Evidence-based approach
	• Principles of equity and non-discriminatory practice
For some workers, especially those working with remote and / or Indigenous communities, additional principles might include:	• A holistic and community development approach
	• Commitment to empowering individuals and the community
	• Commitment to meeting the needs and upholding the rights of individuals and the community
Different settings for Population Health action may include:	• Home
	• School
	• Hospital
	• Health services

RANGE STATEMENT

	• Community
	• Work
	• Transport
	• Sports and recreation facilities

Examples of local, state and national organisations, and initiatives supporting Population Health work include:

- Establishments that provide primary health care
- Community Clinics
- Local public health units
- State and national Health departments
- Professional and industry associations
- Non-government organisations
- International health organisations

National charters/declarations include:

- Health for All by the Year 2000
- Health Promotion: Bridging the Equity Gap

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Critical aspects of assessment:	• Knowledge of basic principles of Population Health
	• Knowledge of organisations involved in Population Health in Australia
	• Ability to discuss a Population Health approach in specific work role context
Essential knowledge:	• The components of population health including health promotion, environmental health, health protection and prevention of communicable and non communicable diseases
	• Basic principles of health promotion, e.g. as per Ottawa Charter
	• Basic knowledge of recent public health strategies and relevant local codes of practice and legislation
	• National, State and local health initiatives and priorities
	• Equity issues in population health
Essential skills:	• Effective communication and interpersonal skills including:
	– Written or verbal
	• Gathering information from written sources and/or through verbal questioning
	• Problem solving
	• Translating 'big picture' information into value at the local level
	• Contributing effectively to meetings
Resource implications:	Access to
	• A range of Government and non government policy documents and reports and statistics
Method of assessment:	• Interviewing and questioning
	• Assignment
	• Scenarios as a basis for the application knowledge of the population health approach to a specific work role
	• Scenarios as a basis for the application of

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knowledge about the foundations of the health of populations to a specific work role

Context of assessment:

- This unit is most appropriately assessed in the classroom environment
- This unit may be undertaken by workers training for a range of jobs in the population health and related sectors. Assessment where practicable should allow for knowledge of population health to be applied to a prospective or actual work role

UNIT HLTPOP302A   **Contribute to working with the community to identify health needs**

Unit Descriptor

This unit develops the skills necessary to contribute working with a particular population/sub-group of interest /community in the assessment of their health needs. It develops the ability to source and develop information and data to assist in reviewing aspects of the problem being targeted and to assist in defining the health needs of the population of interest. This in turn, guides the design, planning and evaluation of Population Health projects or interventions.

ELEMENT	PERFORMANCE CRITERIA
1. Assist in conducting a literature review	1.1 Organisational reports and key documents are identified and assessed for relevance to the aims of the literature review.
	1.2 Key stakeholders from the community and other relevant bodies are consulted for sources of information relevant to the literature review
	1.3 Information and data at local, State or regional level that may assist in defining and assessing the health needs of a community are identified and sourced
	1.4 Feedback is provided to the work team or team leader on sources of information and stakeholder views
2. Participate in a consultation process with the target community	2.1 Contribute to discussions with key stakeholders regarding the health problem, its causes and appropriate interventions/solutions
	2.2 Briefing materials are provided throughout the consultation process to identify and clarify issues of interest/concern to stakeholders and own organisation
	2.3 Feedback is provided to the team leader or work team on the results of the consultation process

ELEMENT	PERFORMANCE CRITERIA
3. Contribute to activities that assist the community to identify their health needs	3.1 Positive contributions are made to activities that develop an understanding of the factors contributing to the health problem of the community
	3.2 Feedback is provided to team members/leader to facilitate discussion and clarify issues arising from the review of literature and consultation process with the community and relevant stakeholders
	3.3 Further information and data is collected when needed for input into the analysis and presentation of results arising from the review of literature and consultation process
	3.4 Recommend activities that would build the capacity of the community to identify their health needs to relevant stakeholders

RANGE STATEMENT

Health need is defined as:	State, conditions or factors in the community which, if absent, prevent people from achieving the optimum of physical, mental and social well-being[1]

Types of need

- Normative need (based on expert opinion)
- Expressed need (based on inferences made from observation of use of health services)
- Comparative need (derived from examining the services provided in a similar population)
- Felt need (based on what members of the community say they need)

Health problem and community being targeted may be identified through one of the following ways:

- Consultation with supervising Population Health professional
- Position/job description
- Policy documents/legislation detailing national, state or local health goals

Means of finding relevant literature may include:

- Web searches for publications and research reports from relevant organisations
- Catalogue searches

Briefing materials may include:

- Written summaries of issues or opinion
- Pamphlets, brochures, charted and tabled data
- Collections of reports, articles or research results

Feedback may include:

- Written reports
- Brief commentary or summary presentations

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[1] Hawe, Degeling and Hall, Evaluating Health Promotion, p. 17.

RANGE STATEMENT

Relevant sources of information include:	• Books
	• Journals
	• Hospital records
	• Notification systems
	• Registers
	• Sentinel recording systems
	• Surveys
	• Annual public health reports
	• Existing epidemiological/socio-demographic data
	• National Population Health and Health Promotion agencies and organisations
	• General practitioners/primary care service
	• Local health authorities
	• Councils
	• Voluntary agencies
	• Relevant databases such as HEAPS
	• Publications of Australia Bureau of Statistics (ABS)
	• Experts in the field (practice and academia)
	• Target group representatives
Key stakeholders may include:	• Representatives of relevant health agencies operating in the local community
	• Community advocates or change agents
	• Representatives/leaders of the target population
	• Population health professionals/Supervisors
	• Federal, State or local health service and population health planners
	• Federal, State or local health service providers
	• Other health and/or non-government organisations
Data may be:	• Qualitative
	• Quantitative

RANGE STATEMENT

Types of data required about the target group may include:

- Demographic characteristics (e.g. age, sex, ethnic composition, residence, education level achieved)
- Patterns of behaviour
- Lifestyle

Ethical considerations that guide data collection and consultation processes may include:

- Privacy and Confidentiality
- Responsibility to help a community respond to needs they identify which might not necessarily coincide with stated priority health needs

Consultation may take the form of one of the following:

- Interviews (personal, phone, formal or informal, etc.)
- Nominal group process
- Questionnaires
- Delphi Method
- Focus groups
- Forums

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Critical aspects of assessment:	• Ability to identify and source relevant data and information • Capacity to provide feedback in a comprehensive and logical manner
Essential knowledge:	• Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases • Relevant international charters/declarations and documents (e.g. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO) • National, State and local health policies, goals, targets and priorities • Evidence-based practice • Equity issues in population health • Quality assurance • Overview of the stages in population health project planning • Social change and advocacy processes

Essential skills:	• Effective communication and interpersonal skills including:
	  − High level written or verbal
	  − Negotiation and liaison
	  − Consultation
	  − Conflict resolution and mediation
	• Analytical thinking, problem solving and critical appraisal
	• Work planning and management
	• Working as part of a multi-disciplinary team and/or autonomously
	• Facilitating and contributing effectively to meetings, forums and other networks
	• Ability to engage and work collaboratively and/or in partnership

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Resource implications:	Access to:

- A range of Government and non government policy documents and reports and statistics
- Journals, books and external expertise
- Documents and other materials (Charters, Declarations, Discussion Papers, etc.) from International Conferences on Population Health
- A range of Government and non government policy documents and reports and statistics
- Organisational policies and procedures

Method of assessment:
- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff client feedback
- Portfolio/CV
- Supporting statement of supervisors
- Evidence of relevant work experience/formal or informal learning
- Case studies and scenarios as a basis for the discussion of issues in population health project planning
- Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

Context of assessment:
- This unit may be assessed in the workplace or in a simulated workplace under normal conditions
- The unit may be assessed in the classroom and may contain a strong theoretical emphasis

UNIT HLTPOP303A   Contribute to Population Health project planning

Unit Descriptor

This unit is concerned with making a contribution to planning a Population Health project. The contribution focuses on working from an existing project plan to develop the detail such as a timetable for implementing strategies, evaluation and budget.

This unit must be taken and evaluated in conjunction with the following units:

- *HLTPOP302A Contribute to working with the community to identify health needs*
- *HLTPOP304A Contribute to evaluating a Population Health project*

It is recommended that this be taken in conjunction with *PSPPM402A Implement projects* to obtain a more holistic view of program planning, management and evaluation process.

ELEMENT	PERFORMANCE CRITERIA	
1. Identify project plan	1.1	Goals, objectives and strategies to be implemented are identified from existing plan
2. Plan implementation of strategies	2.1	Project strategies are identified from project plan
	2.2	Tasks to be undertaken to implement strategies are identified in consultation with relevant personnel
	2.3	Tasks to be undertaken to implement strategies are timetabled in consultation with relevant personnel
	2.4	Resources required to implement strategy are sourced
	2.5	Tasks to be undertaken are costed
3. Plan implementation of evaluation tasks	3.1	Project evaluation measures are identified from the project plan
	3.2	Tasks to be undertaken to collect data using the measures are identified in consultation with relevant personnel
	3.3	Tasks to be undertaken to collect data using the measures are timetabled in consultation with relevant personnel
	3.4	Resources required to collect data using measures identified are sourced
	3.5	Tasks to be undertaken are costed

ELEMENT	PERFORMANCE CRITERIA
4. Present planning information	4.1 Appropriate methods of presenting planning information are selected on the basis of planner needs
	4.2 Presentation is logical and assertions are supported by references to relevant data and information

RANGE STATEMENT

Population health projects may vary considerably in scope and content:

- Population health projects may be developed in any population health field including:
  - Health promotion
  - Environment health
  - Communicable diseases
  - Health risk management and assessment
- Population health projects may be developed at any level including:
  - Local
  - Regional
  - State
  - National
- Population health projects may be developed for any population including:
  - General Australian population
  - Any subgroups within that population identified based on age, sex, ethnicity, sexual identity, geographical location, physical environment, lifestyle choices, socio economic status, disability, health status etc.
  - Any community defined as collective group of people identified by common values and mutual concern for the development and well-being of their group or geographical area
  - Any setting/organization whose practices influence health behaviour (e.g. clinical services, general practice, school, workplaces, etc.)
- Population health projects can target individuals, groups or organisations
- Population health projects may relate to different health determinants (e.g. biological, economic, behavioural, social, etc.)

Communities or target populations in population health:

The community or population may vary considerably in character, size, needs and capacity to access information and services.

RANGE STATEMENT

Sources of information for planning may include:	• Literature from population health and related disciplines such as published book, peer-reviewed papers (especially systematic reviews) and reports • Literature outlining marketing and behaviour change strategies specific to the target population • Demographic data and information • Socio-economic data and information • Data and information from health research and health studies • Expert informants • Key representatives of the target population • National, State and local health policy documents and implementation guidelines
Planning models include:	• PRECEDE-PROCEED • Model of rational planning (McCarthy) • Hawe, Degeling and Hall's Program Planning Model
Goal(s) refer/s to:	What the project aims to ultimately achieve
Objectives refer to:	What the project needs to attain to achieve project goals
Strategy refers to:	A plan of action to achieve a project goal
Relevant personnel for consultation may include:	• Individuals who have undertaken similar work or worked with a similar target population • Individuals who control access to any of the factors that may influence delivery of the project strategies (e.g. stakeholders, target population, etc.) • Individuals who may potentially provide resources

EVIDENCE GUIDE

Critical aspects of assessment must include:	• Consistent satisfactory performance of all elements of this unit
	• Ability to develop and implement a process that ensures consultation with key stakeholders throughout the planning process
	• Attention to equity
	• Capacity to analyse, judge and incorporate feedback where required
	• This unit must be assessed in conjunction with:
	– *HLTPOP302A Contribute to working with the community to identify health needs*
	– *HLTPOP304A Contribute to evaluating a Population Health project*
Essential knowledge required includes:	• Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases
	• Relevant international charters/declarations and documents (e.g. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
	• National, State and local health policies, goals, targets and priorities
	• Evidence-based practice
	• Equity issues in population health
	• Quality assurance
	• Overview of the stages in population health project planning
	• Project planning
	• Social change and advocacy processes
Essential skills:	• Effective communication and interpersonal skills including:
	– High level written or verbal
	– Negotiation and liaison
	– Consultation
	– Conflict resolution and mediation
	• Analytical thinking, problem solving and critical appraisal
	• Work planning and management

EVIDENCE GUIDE

	• Working as part of a multi-disciplinary team and/or autonomously
	• Facilitating and contributing effectively to meetings, forums and other networks
	• Ability to engage and work collaboratively and/or in partnership

Resource implications: Access to

- A range of Government and non government policy documents and reports and statistics
- Journals, books and external expertise
- Network of stakeholder
- Organisational policies and procedures

Method of assessment:

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff client feedback
- Portfolio/CV
- Supporting statement of supervisors
- Evidence of relevant work experience/formal or informal learning
- Case studies and scenarios as a basis for the discussion of issues in population health project planning
- Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

Context of assessment:

- This unit may be assessed in the workplace or in a simulated workplace under normal conditions
- The unit may be assessed in the classroom

UNIT HLTPOP304A   Contribute to Evaluating a Population Health project

Unit Descriptor

This unit is concerned with contributing to the evaluation of a Population Health project. It covers tasks associated with collecting data using measures that have been identified in the project planning process.

It must be taken in conjunction with:

- *HLTPOP302A Contribute to working with the community to identify health needs*

- *HLTPOP303A Contribute to Population Health project planning*

It is likewise recommended that this unit be taken in conjunction with *PSPPM402A Implement projects* for a more holistic view of the program planning, management and evaluation process.

ELEMENT	PERFORMANCE CRITERIA
1. Gather and review data on project performance (process measures)	1.1 Sources of data and information are identified as outlined in project plan
	1.2 Data and information are collected and collated as outlined in project plan
	1.3 Organisational data and information gathering procedures are followed
	1.4 Results are provided to project team to assess need for change
2. Collect evaluation data	2.1 Project objectives are identified from the project plan
	2.2 Relevant measures of these objectives are identified from project plan
	2.3 Data according to prescribe procedures and within allocated budget are collected, as outlined in the project plan
	2.4 Data is collated in a logical manner or as outlined in the project plan and submitted for evaluation to the project team/relevant personnel on a timely basis

RANGE STATEMENT

Population health projects may vary considerably in scope and content:

- Population health projects may be developed in any population health field including:
    - Health promotion
    - Environment health
    - Communicable diseases
    - Health risk management and assessment
- Population health projects may be developed at any level including:
    - Local
    - Regional
    - State
    - National
- Population health projects may be developed for any population including:
    - General Australian population
    - Any subgroups within that population identified based on age, sex, ethnicity, sexual identity, geographical location, physical environment, lifestyle choices, socio economic status, disability, health status etc.
    - Any community defined as collective group of people identified by common values and mutual concern for the development and well-being of their group or geographical area
    - Any setting/organization whose practices influence health behaviour (e.g. clinical services, general practice, schools, workplaces, etc.)
- Population health projects can target individuals, groups or organizations
- Population health projects may vary in duration and intensity
- Population Health projects may relate to different health determinants (e.g. biological, economic, behavioural, social, etc.)

Communities or target populations in population health:

The community or population may vary considerably in character, size, needs and capacity to access information and services

RANGE STATEMENT

Stakeholders may include:

- Representatives of relevant health agencies operating in the local community
- Community advocates or change agents
- Representatives/leaders of the target population
- Population health professionals/Supervisors
- Federal, State or local health service and population health planners
- Federal, State or local health service providers
- Other health and/or non-government organisations

Different levels of evaluation include:

- Process evaluation (measures the activities of the project, project quality and who it is reaching)
- Impact evaluation (measures the immediate effect of the project—relates to project objectives)
- Outcome evaluation (measures the long-term effect of the project—relates to project goals)

Evaluation measures can be:

- Qualitative
- Quantitative

Evaluation design can specify:

- Data collection at the end of the project
- Before and after comparisons
- Trials with a control group

Relevant personnel for consultation may include:

- Community/target population members and leaders
- Public health sector staff
- Community health sector staff
- Private health sector staff
- Volunteer networks
- General practitioners
- Administrators
- Researchers
- Educators
- Academics
- Business and industry representatives

EVIDENCE GUIDE

Critical aspects of assessment must include:	• Consistent satisfactory performance of all elements of this unit
	• Identifying and consulting with key stakeholders throughout the monitoring and evaluation process
	• Attention to equity
	• Capacity to analysis, judge and incorporate feedback where required
	• This unit must be assessed in conjunction with:
	− *HLTPOP302A Contribute to working with the community to identify health needs*
	− *HLTPOP303A Contribute to Population Health project planning*
Essential knowledge required includes:	• Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases
	• Relevant international charters/declarations and documents (e.g. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
	• National, State and local health policies, goals, targets and priorities
	• Evidence-based practice
	• Equity issues in population health
	• Quality assurance
	• Overview of the stages in population health project planning
	• Knowledge of evaluation (types, levels of evaluation)
	• Social change and advocacy processes

EVIDENCE GUIDE

Essential skills:	• Effective communication and interpersonal skills including:
	– High level written or verbal
	– Negotiation and liaison
	– Consultation
	– Conflict resolution and mediation
	• Analytical thinking, problem solving and critical appraisal
	• Work planning and management
	• Working as part of a multi-disciplinary team and/or autonomously
	• Facilitating and contributing effectively to meetings, forums and other networks
	• Ability to engage and work collaboratively and/or in partnership
Resource implications:	Access to
	• A range of Government and non government policy documents and reports and statistics
	• Journals, books and external expertise
	• Network of stakeholder
	• Organisational policies and procedures
Method of assessment:	• Observation of performance
	• Written tasks
	• Interviewing and questioning
	• Formal appraisal systems
	• Staff client feedback
	• Portfolio/CV
	• Supporting statement of supervisors
	• Evidence of relevant work experience/formal or informal learning
	• Case studies and scenarios as a basis for the discussion of issues in population health project planning
	• Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

EVIDENCE GUIDE

Context of assessment:
- This unit may be assessed in the workplace or in a simulated workplace under normal conditions
- The unit may be assessed in the classroom

UNIT HLTPOP306A   Establish agent of disease transmission and mode of control

Unit Descriptor

This unit aims to describe the competencies required to develop a background knowledge and understanding of relevant diseases and disease transmission as it relates to environmental health.

ELEMENT	PERFORMANCE CRITERIA	
1. Work with a basic understanding of disease transmission as it relates to environmental health	1.1	Work reflects a basic knowledge and understanding of germ theory and parasites
	1.2	Work reflects a basic knowledge of diseases and their signs and symptoms
	1.3	Work reflects a basic knowledge and understanding of how diseases are transmitted, including vehicles/agents of transmission
	1.4	Work reflects a basic knowledge and understanding of the destination of germs in the human body
2. Work with a basic knowledge of environmental health strategies to limit the transmission of disease	2.0	Work reflects a basic knowledge and understanding of the strategies to limit the transmission of disease in a housing context
	2.0	Work reflects a basic knowledge and understanding of the strategies to prevent water contamination and the transmission of disease in a water supply context
	2.0	Work reflects a basic knowledge and understanding of the strategies to limit the transmission of disease in a sewage context
	2.0	Work reflects a basic knowledge and understanding of the strategies to limit the transmission of disease in a rubbish collection and disposal context
	2.0	Work reflects a basic knowledge and understanding of the strategies to limit the transmission of disease in a food storage and handling context
3. Work with a basic knowledge of the role of the Indigenous Environmental Health Worker in the implementation of environmental health strategies to limit the transmission of disease	3.1	Roles and responsibilities of the worker are identified
	3.2	Roles and responsibilities of other key people or agencies are clarified
	3.3	Worker identifies points of contact in relation to job role
	3.4	Worker knows of organisational policies and procedures

RANGE STATEMENT

Basic germ theory may include:	- What germs are, including conflict/compatibility with traditional knowledge - Where germs live - Their source e.g. raw meat, rubbish, sewerage, sick animals, etc. - Conditions that germs need for growth e.g. temperature, food, water and time - What parasites are, and types of parasites e.g. protozoa, worms, mites and lice - Disease categories (bacterial, viral), types of diseases and their signs and symptoms - Diseases or infection that can be attributed to parasites, types of diseases and their signs and symptoms
Bacterial diseases may include:	- Salmonella - Staphylococcus - Campylobacter
Signs and symptoms may include:	- Diarrhoea - Vomiting and/or nausea - Fever - Abdominal cramps and pains - Headaches - Lethargy
E- Coli *Signs and symptoms may include:*	- Abdominal cramps and pains - Severe diarrhoea - Vomiting and/or nausea - Lethargy - Dehydration - Fever - Indigestion

RANGE STATEMENT

Tetanus
Signs and symptoms may include:

- Very painful muscles
- Severe spasms and cramps in the neck, face, and body
- Inability to control movements
- Death

Viral diseases may include:

Colds and flu
Signs and symptoms may include:

- Blocked and runny nose
- Coughs and sneezes
- Dry or sore throat
- Headache and fever

Hepatitis A
Signs and symptoms may include:

- Vomiting and/or nausea
- Abdominal cramps and pains
- Yellowing of the skin and whites of the eyes
- Liver dysfunction
- Death

Gastroenteritis
Signs and symptoms may include:

- Diarrhoea
- Vomiting and/or nausea
- Dehydration
- Fever
- Lethargy
- Abdominal cramps and pains

Trachoma
Signs and symptoms may include:

- Sore eyes
- Red eyes
- Watering eyes

Ross River Fever
Signs and symptoms may include:

- Severe joint pain
- Skin rash
- Lethargy
- Fever and headaches

RANGE STATEMENT

Australian Encephalitis
Signs and symptoms may include:

- Very severe headache
- Fever
- Convulsions
- Paralysis
- Inflammation of the brain
- Coma
- Brain damage
- Death

Diseases attributed to parasites may include:

Dwarf Tape Worm infection
Signs and symptoms may include:

- Diarrhoea
- Weight loss
- Lethargy
- Abdominal pain

Giardiasis
Signs and symptoms may include:

- Very severe or chronic diarrhoea
- Abdominal cramps and pains
- Lethargy
- Fatigue
- Weight loss

Hookworm infection
Signs and symptoms may include:

- Anaemia
- Fever
- Diarrhoea or constipation

Threadworm (or Pinworm) infection
Signs and symptoms may include:

- Anal itching
- Disturbed sleep
- Irritability

RANGE STATEMENT

Scabies infection *Signs and symptoms may include:*	• Itchy skin • Excessive scratching • Infections from breaks in the skin as a result of excessive scratching • Irritability
Vehicles/agents of transmission may include:	• Water droplets in the air • Hands • Wind blown dust • Water • Vectors (insects and rodents) • The blood which carries germs around in the body
The way in which diseases are transmitted may be via:	• A person with a cold or flu coughing or sneezing near other people without covering their mouth/nose, others breathe in the water droplets containing the flu germ and contract the disease • Not washing hands after going to the toilet, carrying germs from faeces onto the hands, and then eating food: faecal-oral (mouth) route • A person with trachoma sharing clothes, towels etc. with others • Insects and rodents crawling over rubbish, and then onto food which is then eaten • Directly from insects such as mosquitoes that are carrying diseases from animals to people e.g. Australian Encephalitis, Ross River Fever, etc. • Direct contact with germs through the skin e.g. open cuts, sores or other kind of breaks in the skin • The burrowing of larvae (hookworm) or mites (scabies) through the skin
Destination of germs refers to:	• The place where the germs and parasites finally land and cause infection
Destination of germs may include:	• The eyes • The skin • The stomach

RANGE STATEMENT

Strategies to prevent the transmission of disease in a housing context may include:	• The provision of functional and durable health hardware, e.g. taps, drains, toilets, washing machines, shower roses, hot water systems etc
	• Ongoing repairs and maintenance to health hardware
	• Good domestic hygiene practices
	• Environmental pest control strategies in relation to housing e.g. fly screens on the windows, fly-proofed toilet vent pipes, household bins with tight fighting lids, removal of rubbish in yard which could potentially become a breeding place for mosquitoes, etc.
	• Utilisation of the yard area for visitors to reduce the impact of overcrowding in the house, e.g. wind breaks, cooking areas and protected sleeping areas etc.
	• Education/health promotion
Strategies to prevent the transmission of disease in a water supply context may include:	• Assessing where and how a community accesses its water supply in order to monitor and prevent possible contamination either at the source, such as a river or bore, in storage such as elevated tanks, or in the pipe system which delivers water to the user
	• Identifying possible water supply contaminants, (organic and inorganic) that can contaminate or pollute a water supply, e.g. animal carcasses, animal and human sewage, decaying plant matter, oil, petrol, scrap metal and chemical etc.
	• Preventing possible contamination of surface water supply (rivers, lakes, billabongs etc.) by: obtaining water upstream from any possible contamination sources such as effluent run off points, or swimming holes; obtaining water from the deepest possible point in the water supply; ensuring that people do not use the area around the water supply source for recreation uses; ensuring that there is little or no building development near the water supply; ensuring that septic tanks/leach drains and effluent disposal systems are 100m from the water supply etc.
	• Preventing possible contamination of bore water at the source e.g. fences around the bore head to keep animals away, raised bore head above ground level in case of flooding, septic tanks/leach drains and effluent disposal sites 100m away from the bore etc.

RANGE STATEMENT

- Preventing possible contamination of community water tanks, e.g. tanks need to have proper fitting lids, be clean, not leaking, and free from animals such as frogs. It is advisable to also have a high fence with a locked gate around the tank to keep people and animals out, etc.

- Preventing possible contamination of domestic rain water tanks e.g. tanks need to have a proper fitting lid or some form of cover, be clean, not leaking. Roof and gutters also need to be clean and free from debris

- Preventing possible contamination in the pipe system e.g. all joints need to be maintained free of leaks, pipes placed below ground whenever possible to protect them from damage, any above ground pipes held secure to protect them from damage especially from vehicles, any leaks or broken pipes repaired as soon as possible, and connections to tanks, pumps and bores maintained free of leaks

- Testing water supply (bacterial/chemical)

- Disinfection of water supply

- Basic plumbing e.g. changing washers, reseating taps, unblocking drains etc.

- Education/heath promotion

Strategies to prevent the transmission of disease in a sewage context may include:

- Maintenance of sewerage disposal systems to ensure that all faulty, blocked, damaged broken or worn out parts are mended as soon as possible

- Monitoring and reporting sewage or effluent collecting in pools as a result of overflowing sewage lagoons or broken sewerage pipes

- Monitoring and maintaining sewage lagoons e.g. eroded or broken lagoon banks, trees and /or other vegetation growing in or around the sewage lagoon, signs of mosquitoes breeding, rubbish in the water, a damaged gate or fence that can not be locked properly to keep out animals and children etc.

- Checking for signs of potential problems with sewage ponds e.g. bad smells, still areas on the surface of the pond, water which is not a light flecked green colour, water depth not being maintained at one metre etc.

RANGE STATEMENT

- All installations of septic systems on communities need to meet adequate environmental health standards e.g. septic tanks/leach drains need to be 100m away from the water supply, and large enough to cope with fluctuating occupancies in the household etc.

- Monitoring and maintaining septic tanks e.g. check scum bucket, blanket, inlet/outlet pipes, sludge, and the lid of the tank for cracks and damage. Also need to check for overflow, and if drain has collapsed.

- Checking for signs of potential problems with on site systems e.g. the sewage in the toilet or the liquid waste from other fixtures flows away very slowly, liquid waste overflows from the disconnector traps, bad smells near the septic tank, wet areas on top of the tank, the grass around the tank is very green and growing well etc.

- Septic tanks need to be pumped out and leach drains replaced when required

- Adopting strategies for communities and/or outstations without a sewerage disposal system e.g. grease traps, soakage pits, pit toilets etc.

- Education/health promotion

Strategies to prevent the transmission of disease in a rubbish collection and disposal context may include:

- The promotion and implementation of special clean up days in the community e.g. larger items such as washing machines, car bodies, fridges and freezers to reduce potential mosquito breeding areas, and safety hazards

- Rubbish must be collected and disposed of at an approved tip site at least twice a week to prevent pest breeding cycles

- Ensuring that there is all season access to the tip site

- Ensuring that the collection vehicle is adequate e.g. constructed so that collected rubbish can not "fall" or be blown out as it is being transported to the disposal site

- Ensuring that tip sites are constructed and operated appropriately e.g. location of tip site in relation to the community, roads leading in and out, appropriate signage, access, depth of trenches etc.

- Education/health promotion

RANGE STATEMENT

Strategies to prevent the transmission of disease in a food storage and handling context may include:	• Assessing and monitoring community food stores to ensure that adequate environmental health standards are being met/enforced
	• The development of store management plans which take into account food handling training protocols, stock rotation practices, quality control check points and equipment maintenance log
	• Education/health promotion in relation to food storage and handling practices in the home and community e.g. the dangers of food being left uncovered, or out overnight on the stove or near the camp fire, not washing hands after going to the toilet, sneezing or coughing on food, re- freezing food that has already thawed out etc
	• Appropriate use of cleaning equipment and agents in relation to food hygiene practice
	• Provision of, or access to, functional and durable refrigerators and freezers for use of householders and community members
	• Adequate dry storage areas, as well as food preparation and storage surfaces, in the household and/or living areas
Other key people and agencies may include:	• Environmental Health Officers
	• Other health service professionals
	• Essential Services Officers
	• Aboriginal Health Workers
	• Relevant government authorities
	• Other community workers
	• Householders and community members
	• Community council
	• Community store manager/owner
Points of contact refers to:	• Names and contact numbers of people and/or organisations who are responsible for the overseeing and implementation of various preventative strategies in relation to housing, water supply, sewerage, rubbish collection and disposal and food storage and handling

RANGE STATEMENT

Organisation may include:	• Community council
	• Community clinic
	• Other employer body/agency

EVIDENCE GUIDE

Critical aspects of assessment	• Demonstrated understanding and application of knowledge on relevant diseases and their modes of transmission as they relate specifically to environmental health
Underpinning knowledge:	• Own roles and responsibilities in relation to the identified strategies
	• Other key people or agency responsibilities
	• Points of contact to assist with the implementation of strategies which are outside of the worker's responsibility
Underpinning skills:	• Basic problem-solving skills in relation to identifying strategies for disease prevention
	• Ability to be able to locate information in regards to names and contact numbers of key people and/or agencies responsible for specific strategies
Resource implications:	• Access to telephone directories, staff telephone and fax listings for relevant others
	• Access to duty statements and position descriptions for the Indigenous Environmental Health Worker and/or relevant others
	• Simulation of realistic work place setting for assessment
Consistency in performance:	• Competence is to be demonstrated over a full range of performance criteria
	• Consideration should be given to assessing consistency of performance over a period of time
	• Assessment may include observations, questioning, and evidence gathered from the work place. It may also include the way in which competency is applied to other environmental health specific units over a period of time

EVIDENCE GUIDE

Context of assessment:

- This unit is best assessed in the workplace, or in a simulated workplace and under the normal range of workplace conditions

- This unit should be a pre-requisite to all other environmental health specific units within any of the key areas. Knowledge obtained from this unit can also be applied to other areas of environment health that may be within the worker's responsibility i.e.: dog health, land care, pest control, domestic and personal hygiene

UNIT HLTPOP307A   Provide information and support on environmental health issues

Unit Descriptor

This unit describes the competencies needed to provide information and support to householders/ community members with environmental health issues or hazards that may be of concern.

ELEMENT	PERFORMANCE CRITERIA
1. Address information needs of the community and householders	1.1 Monitor and observe potential environmental health hazards or risks in the community and household as part of work role
	1.2 Discuss any issues of concern with community members and householders to determine information needs, and level of support required
	1.3 Discuss any difficulties or obstacles that may exist which has prevented the householder/ community member from being able to address issues of concern
2. Provide information and support	2.1 Provide information and support to community members as required or requested in accordance with identified job role, and worker's roles and responsibilities
	2.2 Report any problems, difficulties or obstacles that are outside of area of responsibility or expertise in accordance with organisational policy and procedures

RANGE STATEMENT

Monitoring potential environmental health hazards or risks will depend upon the Indigenous Environmental Health Workers job role, and context (area) of environmental health within the workers responsibility. This may include, but is not limited to some of the following:	• Non functional health hardware in the house e.g. toilets, taps, drains, pipes, washing machines, hot water service, etc. • Problems associated with poor housing design and construction e.g. waste water pooling in other areas of the house as a result of inappropriately graded wet areas, living areas built to close to wet areas, lack of adequate food preparation surfaces and storage, shelving in houses, etc. • Overcrowding • Pooling water from leaking taps or rubbish lying around in the yard or community which could potentially become a breeding ground for mosquitoes • Littering in the community and/ or not enough bins in the community • Sick dogs sleeping with people • Problem with dust blowing around in people's yards and the general community • Domestic and personal hygiene issues • Unsafe food storage and handling practices
Issues of concern refers to:	Any environmental health issue or hazard identified by the worker as part of their work role which directly relates to the need to provide information and/ or support to householders and/ or community members
Determine information needs may refer to:	• Identifying how much householders and community members already know about the potential disease threats in relation to the issue of concern or hazard • Identifying what information still needs to be provided to householders and community members to assist them in making informed choices or decisions
Some of the difficulties or obstacles may refer to:	• Non durable health hardware already installed in houses that constantly breaks • Houses that have been poorly constructed or designed, and as a result are contributing to a range of health problems • Large numbers of family visiting the household at any one time

RANGE STATEMENT

- Lack of ongoing repairs and maintenance to health hardware

- Issues in relation to "shame" e.g. house holder or community member not being able to afford to buy health hardware items eg. toilet paper, shampoo, soap, cleaning agents, or inability to read labels and direction of use on detergent bottles and cleaning agents

- Cultural issues e.g. sleeping with dogs because they are a very important part of a person's culture and life, etc.

- Not having access to fridges/ freezers to store food

- Not having access to washing machines to wash clothes

Provide information and support may include:

- Informing and showing householders basic plumbing skills e.g. changing washers, reseating taps, unblocking drains, etc.

- Informing and showing householders/ community members possible strategies to utilise the yard area to reduce the impact of overcrowding e.g. cooking areas, sheltered areas, wind breaks, shelving out of reach of dogs, etc.

- Informing and showing householders/ community members potential mosquito breeding items that may be lying around in the yard or community e.g. broken upside down cars that are collecting water, tins, pet water containers that haven't been changed regularly, etc.

- Informing and showing householders and community members the importance of protecting themselves from mosquito bites

- Informing and showing community members strategies to prevent the transmission of disease in a food storage and handling context e.g. importance of washing hands after going to the toilet, not sneezing or coughing on food, covering food, not leaving food out over night near the campfire or on the stove, not re-freezing food that has already been thawed out, etc.

RANGE STATEMENT

	• Informing and showing community members strategies to prevent the transmission of diseases that may be highlighted/ accentuated by personal and domestic hygiene issues e.g. correct detergent or cleaning agent to use for the task required, way in which to clean the house and the various items within it, correct use of white goods such as washing machines, etc.
Reporting may be:	• Verbally in either first language or English
	• Written in either first language or English
	• By showing supervisor the problem if and when appropriate
Organisation may refer to:	• Community council
	• Community clinic
	• Other employer bodies/ agencies

EVIDENCE GUIDE

Critical aspects of assessment:
- If this unit is being assessed in the context of personal and domestic hygiene gender issues and cultural sensitivities need to be considered
- This unit needs to be assessed in the critical aspects of the workers ability to be able to recognise the way in which diseases are transmitted, and strategies for prevention

Underpinning knowledge:
- Basic knowledge of germ theory and disease transmission
- Knowledge of own roles and responsibilities
- Knowledge of what are environmental health hazards and risks and why
- Knowledge of alternative ways of providing information e.g. seeking the assistance of Aboriginal Health Workers, or others in the community to help provide information or support if cultural relationships such as "poison cousins" prevents interaction

Underpinning skills:
- Ability to be able to monitor and identify potential environmental health risks and hazards as part of job role
- Ability to be able to effectively communicate with community members, the employing organisation and in some instances outside agencies or relevant others

Resource implications:
Access to resources, tools or equipment in order to be able to demonstrate or show householders or community members possible strategies to deal with any issues of concern if required

Consistency in performance:
- Assessment of this unit of competency needs to occur more than once and/ or over a period of time
- Assessment of performance must be in relation to issues relevant to the indigenous environmental workers job role and area of responsibility

Context of assessment:
Assessment must take place on the job

UNIT HLTPOP501A   Apply a Population Health framework

Unit Descriptor

This unit is intended to support workers understand and apply the underlying principles and philosophy that must be reflected in all areas of Population Health work. This includes using appropriately a range of "change action" frameworks underpinning Population Health work. The unit also assists in locating the Population Health worker within the larger context of regional, national and international initiatives on promoting health.

ELEMENT	PERFORMANCE CRITERIA
1. Apply the principles of the Population Health approach to relevant work	1.1 Current and historic concepts of health and its determinants are identified
	1.2 Key principles to a Population Health approach are identified
	1.3 Work approach is modified so as to apply key principles of Population Health
2. Select from of a range of 'change action' frameworks that underpin Population Health work	2.1 Relevant Population Health 'change action' frameworks are identified
	2.2 Appropriate 'change action' frameworks are matched to population health tasks on the basis of theory and/or past evidence
	2.3 A multi-disciplinary and multi-strategic approach is recognised and reflected in Population Health work
	2.4 The consequences of poor selection are noticed and remedied
3. Work effectively within the local, state, national and international context within which a Population Health worker operates	3.1 Relevant local, state and national organisations, networks, policies and initiatives supporting Population Health are identified and assessed
	3.2 Priority Population Health issues at the local, state, national level and international levels are explored
	3.3 Limitations on actions the result of legislation etc. are determined and discussed with superiors, peers and other team members
	3.4 Worker's role as part of a multi-sectoral and multi-strategic approach to Population Health is clarified

RANGE STATEMENT

The term population may refer to:	• General Australian population
	• Any sub-group within that population identified by age, sex, ethnicity, sexual identity, geographical location, physical environment, lifestyle choices, socio economic status, disability, health status, etc.
	• Any community defined as collective group of people identified by common values and mutual concern for the development and well-being of their group or geographical area
Relevant work implies:	• That not all of a particular worker's (paid) role may be classified as 'population health'. Indeed for most workers, population health work will be a component only (sometimes small) of their total work role.
	• This unit applies only to that part of the role that adopts the Population Health principles and change action frameworks listed below.
Concepts/Models of health include:	• Medical model
	• Salutogenic model
	• Social view of health
	• Academic/professional models of health
Health determinants may include:	• Political
	• Biological and genetic factors
	• Physical environment
	• Social factors (e.g. Social gradient, stress, early life, social exclusion, work, unemployment, social support, addiction, food, transport, housing, etc.)
	• Behavioural
	• Cultural
	• Quality of and access to health services
Key principles to a Population Health approach may include	• Population focus
	• Preventive focus with stress on building individual/community's capacity to control health determinants for a better quality of life

RANGE STATEMENT

- Sensitivity to access and equity issues/health inequalities
- Sensitivity to cultural differences
- Health as a resource for everyday living and not as end in itself
- Health as a result of complex interaction among determinants
- Health as a context for power relations with society
- Shared responsibility of health
- Educational-Ecological approach
- Evidence-based approach
- Principles of equity and non-discriminatory practice

Change action frameworks of Population Health may include:

- Upstream investment (investment directed at root causes to maximise potential benefits)
- Increased accountability for health outcomes
- Re-orienting health sector
- Capacity building
- Working in partnerships (e.g. joint ventures, collaboration, alliances, coalitions, partnerships)
- Employment of mechanisms to promote community participation
- Public policy development (legislation and regulation, resource allocation and incentives)
- Creation of supportive natural and built environments
- Addressing health inequalities/health inequalities approach
- Personal and social development through provision of information and education for health and enhancement of life skills

Different settings for Population Health action may include

- Home
- School
- Hospital
- Health services
- Community
- Work

RANGE STATEMENT

| | • Transport |
| | • Sports, arts and recreation facilities |

Examples of local, national and international organisations, networks and initiatives supporting Population Health work include:

- Establishments that provide primary health care
- Community Clinics
- Local public health units
- State and national Health departments
- Professional and industry associations
- Non-government organisations
- International health organisations

Relevant international charters/declarations include:

- Lalonde Report
- The Solid Facts by WHO
- Health for All by the Year 2000
- Declaration of Alma Ata
- Healthy Toronto 2000
- 38 Targets for Health in the European region
- Ottawa Charter for Health Promotion
- Jakarta Declaration on Health Promotion into the 21st Century
- Health Promotion: Bridging the Equity Gap

EVIDENCE GUIDE

Critical aspects of assessment:	• Knowledge of principles and practices of Population Health
	• Knowledge of the population health issues in Australia
	• Knowledge of the social determinants of health
	• Knowledge of the range of population health strategies and application of best practice in Population Health
	• Knowledge of types of organisations involved in population health in Australia
Essential knowledge:	• Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases
	• Relevant international charters/declarations and documents (e.g. Ottawa Charter, Alma Ata, Jakarta Declaration, The Solid Facts by WHO)
	• National, State and local health policies, goals, targets and priorities and relevant legislative frameworks
	• Evidence-based practice
	• Equity issues in population health
Essential skills:	• Effective communication and interpersonal skills including:
	– High level written or verbal
	– Negotiation and liaison
	– Consultation
	– Conflict resolution and mediation
	• Gathering information from documentation, consultation and other sources
	• Analytical thinking, problem solving and critical appraisal
	• Translating 'big picture' information into value at the local and regional level
Resource implications:	Access to
	• A range of Government and non-government policy documents and reports and statistics

EVIDENCE GUIDE

- Journals, books and external expertise
- Documents and other materials (Charters, Declarations, Discussion Papers, etc.) from International Conferences on Population Health
- A range of Government and non government policy documents and reports and statistics
- Organisational policies and procedures

Method of assessment:
- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff client feedback
- Portfolio/CV
- Supporting statement of supervisors
- Evidence of relevant work experience/formal or informal learning
- Case studies and scenarios as a basis for the discussion of issues in population health project planning
- Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

Context of assessment:
- This unit may be assessed in the workplace or in a simulated workplace under normal conditions
- The unit may be assessed in the classroom and may contain a strong theoretical emphasis

UNIT HLTPOP502A   Work with the community to identify health needs

Unit Descriptor

There are two stages in health that needs assessment. The first relates to the task of identifying and prioritising health problems. The second relates to translating these national goals into concrete action within local communities.

The first stage of needs assessment often lies in the hands of health policy makers and Population Health professionals. Results of this stage are documented in policy papers or legislation detailing national, state or local health goals and the mobilisation of allocated funds.

Recognising that community is the centre of gravity for the promotion of health, the second stage ensures the relevance and appropriateness of programs and offers members of the community a chance to engage in the planning process. It is this second stage of the health needs assessment that this unit specifically addresses.

This unit develops the skills necessary to assist particular populations/subgroups of interest/communities to define and assess their health needs. It develops the ability to carefully work with them to examine the problem being targeted and to understand how and why it occurs. The results from the needs assessment guides the design, planning and evaluation of Population Health projects or interventions.

This unit must be taken and assessed in conjunction with the following units:

- *HLTPOP503A Plan a Population Health project*
- *HLTPOP504A Evaluate a Population Health project*

Other relevant units include: *PSPPM402A Implement projects*, *CHCCOM3B Utilise specialist communication skills to build strong relationships* and *LGACOM502A Devise and Conduct community consultations*.

ELEMENT	PERFORMANCE CRITERIA
1. Conduct a literature review	1.1 Health problem and target group being addressed are clearly identified
	1.2 Relevant sources of data are identified and accessed
	1.3 Literature review reveals the established causes of the health problem, other intervention programs that have been conducted to address the health problem and general information about the target group
	1.4 Information accessed through literature review is critically appraised in terms of reliability and applicability

ELEMENT	**PERFORMANCE CRITERIA**
2. Collect other relevant data to further define target group	2.1 Relevant types of data required to further define target group are identified
	2.2 Data required that cannot be obtained through a literature search is collected according to organisational procedures and ethical considerations
	2.3 Description of target group is documented in a manner that would provide sufficient information for purposes of evaluation and for examination of those considering duplicating interventions
3. Investigate the health problem as it occurs and is perceived within the community	3.1 Appropriate means of consulting the target group regarding the health problem, its causes and appropriate interventions/solutions are identified
	3.2 Means of consultation with target group and experts are implemented using allocated resources and according to organisational procedures and ethical considerations
	3.3 Results of consultation are documented in a manner useful to planning, evaluating and duplicating interventions and according to organisational procedures and ethical considerations
4. Work with the community to identify and define their health needs	4.1 Factors contributing to the health problem are clearly identified on the basis of findings from the literature review and other data collected and are discussed with the community
	4.2 Factors are sorted out in a logical manner that identifies causal pathways defining health needs and are discussed with the community
	4.3 Recommend activities that would build the capacity of the community to identify their health needs to relevant stakeholders

RANGE STATEMENT

Health need is defined as:	State, conditions or factors in the community which, if absent, prevent people from achieving the optimum of physical, mental and social well-being[1]
Types of need	• Normative need (based on expert opinion) • Expressed need (based on inferences made from observation of use of health services) • Comparative need (derived from examining the services provided in a similar population) • Felt need (based on what members of the community say they need)
Health problem and group being targeted may be initially identified through one of the following ways:	• Consultation with supervising Population Health professional • Position/job description • Policy documents/legislation detailing national, state or local health goals
Means of finding relevant literature may include:	• Using the subject catalogue • Using abstracts or indexes (e.g. Index Medicus, Psychological Abstracts, Sociological Abstracts, ERIC, Social Sciences Citation Index, Current Contents, FAMILY, APAIS) • Computer searches
Critical appraisal of literature refers to:	Process of review that enables one to decide how useful pieces of research work are
Reliability of literature (particularly relating to interventions) refers to:	The logical soundness of method, results and conclusions drawn by authors
Applicability of literature (particularly relating to interventions) refers to:	The extent to which the finding could extend to, or be replicated, in other groups – particularly the group being targeted

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[1] Hawe, Degeling and Hall, Evaluating Health Promotion, p. 17.

RANGE STATEMENT

*Relevant sources of
information include:*

- Books
- Journals
- Hospital records
- Notification systems
- Registers
- Sentinel recording systems
- Surveys
- Annual public health reports
- Existing epidemiological/socio-demographic data
- National Population Health and Health Promotion agencies and organisations
- General practitioners/primary care service
- Local health authorities
- Councils
- Voluntary agencies
- Relevant databases such as HEAPS
- Publications of Australia Bureau of Statistics (ABS)
- Experts in the field (practice and academia)
- Target group representatives

Data may be:

- Qualitative
- Quantitative

*Types of data required about
the target group may include:*

- Demographic characteristics (e.g. age, sex, ethnic composition, residence, education level achieved)
- Patterns of behaviour
- Lifestyle

*Ethical considerations that
guide data collection and
consultation processes may
include:*

- Privacy and Confidentiality
- Responsibility to help a community respond to needs they identify which might not necessarily coincide with stated priority health needs

RANGE STATEMENT

Consultation may take the form of one of the following:

- Interviews (personal, phone, formal or informal, etc.)
- Nominal group process
- Questionnaires
- Delphi Method
- Focus groups
- Forums

The term "causal pathways" refers to:

Series of factors and events that seem to lead up to the problem

Causal pathways may include the following components:

- Risk markers: identify the target group, outlines the characteristics associated with occurrence of problem but do not necessarily directly contribute to it)
- Risk factors: directly account for why the problem is occurring
- Contributing factors: contribute to or account for the risk factors and could be sorted out into predisposing factors, enabling factors and reinforcing factors

Stakeholders may include:

- Representatives of relevant health agencies operating in the local community
- Community advocates or change agents
- Representatives/leaders of the target population
- Population health professionals/Supervisors
- Federal, State or local health service and population health planners
- Federal, State or local health service providers
- Other health and/or non-government organisations

EVIDENCE GUIDE

Critical aspects of assessment:
- Consistent satisfactory performance of all elements of this unit
- This unit must be assessed in conjunction with:
  - *HLTPOP503A Plan a Population Health project*
  - *HLTPOP504A Evaluate a Population Health project*

Essential knowledge:
- Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases
- Relevant international charters/declarations and documents (e.g. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
- National, State and local health policies, goals, targets and priorities
- Evidence-based practice
- Equity issues in population health
- Quality assurance
- Overview of the stages in population health project planning
- Social change and advocacy processes

Essential skills:
- Effective communication and interpersonal skills including:
  - High level written or verbal
  - Negotiation and liaison
  - Consultation
  - Conflict resolution and mediation
- Analytical thinking, problem solving and critical appraisal
- Work planning and management
- Working as part of a multi-disciplinary team and/or autonomously
- Facilitating and contributing effectively to meetings, forums and other networks
- Ability to engage and work collaboratively and/or in partnership

EVIDENCE GUIDE

Resource implications:	Access to

- A range of Government and non government policy documents and reports and statistics
- Journals, books and external expertise
- Documents and other materials (Charters, Declarations, Discussion Papers, etc.) from International Conferences on Population Health
- A range of Government and non government policy documents and reports and statistics
- Organisational policies and procedures

Method of assessment:

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff client feedback
- Portfolio/CV
- Supporting statement of supervisors
- Evidence of relevant work experience/formal or informal learning
- Case studies and scenarios as a basis for the discussion of issues in population health project planning
- Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

Context of assessment:

- This unit may be assessed in the workplace or in a simulated workplace under normal conditions
- The unit may be assessed in the classroom and may contain a strong theoretical emphasis

UNIT HLTPOP503A   Plan a Population Health project

Unit Descriptor

This unit is concerned with planning the specifics of a Population Health project. It covers the process of selecting an appropriate health issue, selecting specific intervention strategies, tailoring strategies to appropriate groups, developing goals(s) and objectives, defining ways of measuring these, identifying required and available resources, identifying appropriate stake holders, communicating with them and managing the project.

This unit must be taken and evaluated in conjunction with the following units:

– *HLTPOP502A Work with the community to identify health needs*

– *HLTPOP504A Evaluate a Population Health project*

It is recommended that this be taken in conjunction with *PSPPM402A Implement projects* to obtain a more holistic view of program planning, management and evaluation process.

ELEMENT	PERFORMANCE CRITERIA
1. Develop a process for overseeing plan development	1.1 An advisory group representing stakeholders is established
	1.2 Advisory group feedback on each stage of the planning process is timetabled
	1.3 Feedback is incorporated where appropriate
2. Confirm appropriateness of health issue that is being planned for	2.1 Burden of illness related to the health issue is identified
	2.2 Appropriateness of health issues being planned for is determined on the basis of the way it fits with relevant policies and guidelines
	2.3 Current related activities in relation to the issue are identified
3. Select appropriate strategies to achieve goal(s)/objectives	3.1 Program goal(s) and objectives are clearly identified
	3.2 Strategies most likely to fulfil project goal(s) and objectives are identified on the basis of available literature and suitability, effectiveness, reach and acceptability to stakeholders and target group
	3.3 Strategy activities are logically sequenced and are consistent with time frame and resources available

ELEMENT	**PERFORMANCE CRITERIA**
4. Plan evaluation	4.1 An evaluation design that is appropriate to the goal and objectives and resources available is selected
	4.2 Measures of project goal and objectives are identified and protocols developed for their collection
	4.3 Methods of monitoring and recording aspects of strategy implementation such as reach/exposure, acceptability/satisfaction and quality of materials are identified
	4.4 Proposed Evaluation Report purpose, format and content are outlined on the basis of consultation with stakeholders
5. Plan project budget	5.1 Costs of implementing strategy and evaluation and monitoring are identified
	5.2 Sources of project funding are investigated and assessed
	5.3 Sources of personnel to meet the human resource requirements are identified, taking into consideration their skills and knowledge base
	5.4 Sources of non-human resources such as meeting rooms, information resources and training materials are identified
6. Ensure resources required are prepared/ready for use	6.1 Resources for strategy implementation (e.g. protocols, training packages, written materials) are developed or sourced and tested to ensure acceptability and suitability to the needs of the target group
	6.2 Staff or individuals involved in the project are briefed on the programme rationale, procedures and the role they will play and ensuring they develop the skills required for the fulfilment of that role
7. Develop a dissemination plan	7.1 A plan for documenting and disseminating results to relevant stakeholders is developed

RANGE STATEMENT

Population health projects may vary considerably in scope and content:

- Population health projects may be developed in any population health field including:
  - Health promotion
  - Environment health
  - Communicable diseases
  - Health risk management and assessment
- Population health projects may be developed at any level including:
  - Local
  - Regional
  - State
  - National
- Population health projects may be developed for any population including:
  - General Australian population
  - Any subgroups within that population identified based on age, sex, ethnicity, sexual identity, geographical location, physical environment, lifestyle choices, socio economic status, disability, health status etc.
  - Any community defined as collective group of people identified by common values and mutual concern for the development and well-being of their group or geographical area
  - Any setting/organization whose practices influence health behaviour (e.g. clinical services, general practice, schools, workplaces, etc.)
- Population health projects can target individuals, groups or organizations
- Population health projects may vary in duration and intensity
- Population Health projects may relate to different health determinants (e.g. biological, economic, behavioural, social, etc.)

Communities or target populations in population health:

The community or population may vary considerably in character, size, needs and capacity to access information and services

RANGE STATEMENT

Stakeholders may include:	• Representatives of relevant health agencies operating in the local community
	• Community advocates or change agents
	• Representatives/leaders of the target population
	• Population health professionals/Supervisors
	• Federal, State or local health service and population health planners
	• Federal, State or local health service providers
	• Other health and/or non-government organisations
Sources of information for planning may include:	• Literature from population health and related disciplines such as published book, peer-reviewed papers (especially systematic reviews) and reports
	• Literature outlining marketing and behaviour change strategies specific to the target population
	• Demographic data and information
	• Socio-economic data and information
	• Data and information from health research and health studies
	• Expert informants
	• Key representatives of the target population
	• National, State and local health policy documents and implementation guidelines
Planning models include:	• PRECEDE-PROCEED
	• Model of rational planning (McCarthy)
	• Hawe, Degeling and Hall's Program Planning Model
Goal(s) refer/s to:	What the project aims to ultimately achieve
Objectives refer to:	What the project needs to attain to achieve project goal(s)
Strategy refers to:	A plan of action to achieve a project goal

RANGE STATEMENT

Appropriate strategies should take into account:	• Current Australian trends in health inequalities
	• Current evidence relating to health and its social determinants
	• Socioeconomic variables, and measures of health inequality at an area and individual level
Relevant personnel for consultation may include:	• Individuals who have undertaken similar work or worked with a similar target population
	• Individuals who control access to any of the factors that may influence delivery of the project strategies (e.g. stakeholders, target population, etc.)
	• Individuals who may potentially provide resources

EVIDENCE GUIDE

Critical aspects of assessment must include:	• Consistent satisfactory performance of all elements of this unit
	• Ability to develop and implement a process that ensures consultation with key stakeholders throughout the planning process
	• Attention to equity
	• Capacity to analyse, judge and incorporate feedback where required
	• This unit must be assessed in conjunction with:
	– *HLTPOP502A Work with the community to identify health needs*
	– *HLTPOP504A Evaluate a Population Health project*
Essential knowledge required includes:	• Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases
	• Relevant international charters/declarations and documents (e.g. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
	• National, State and local health policies, goals, targets and priorities
	• Evidence-based practice
	• Equity issues in population health
	• Quality assurance
	• Overview of the stages in population health project planning
	• Social change and advocacy processes
Essential skills:	• Effective communication and interpersonal skills including:
	– High level written or verbal
	– Negotiation and liaison
	– Consultation
	– Conflict resolution and mediation
	• Analytical thinking, problem solving and critical appraisal
	• Work planning and management

EVIDENCE GUIDE

- Working as part of a multi-disciplinary team and/or autonomously
- Facilitating and contributing effectively to meetings, forums and other networks
- Goal and objective writing
- Budgeting
- Evaluation design skills
- Monitoring skills
- Ability to engage and work collaboratively and/or in partnership

Resource implications: Access to

- A range of Government and non government policy documents and reports and statistics
- Journals, books and external expertise
- Documents and other materials (Charters, Declarations, Discussion Papers, etc.) from International Conferences on Population Health
- A range of Government and non government policy documents and reports and statistics
- Organisational policies and procedures

Method of assessment:

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff client feedback
- Portfolio/CV
- Supporting statement of supervisors
- Evidence of relevant work experience/formal or informal learning
- Case studies and scenarios as a basis for the discussion of issues in population health project planning
- Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

EVIDENCE GUIDE

Context of assessment:	• This unit may be assessed in the workplace or in a simulated workplace under normal conditions
	• The unit may be assessed in the classroom

UNIT HLTPOP504A   Evaluate a Population Health project

Unit Descriptor

This unit is concerned with the project evaluation process. It assumes that planning for the evaluation has been undertaken in the planning process and so focuses on conducting the evaluation.

It must be taken in conjunction with:

– *HLTPOP502A Work with the community to identify health needs*

– *HLTPOP503A Plan a Population Health Project*

It is likewise recommended that this unit be taken in conjunction with *PSPPM402A Implement projects* for a more holistic view of the program planning, management and evaluation process.

ELEMENT		PERFORMANCE CRITERIA	
1.	Monitor the performance of a population health project	1.1	Project activities are monitored to ensure they are being delivered in accordance with project plan
		1.2	Results of monitoring are reviewed regularly to allow any problems or opportunities to be addressed
2.	Evaluate a Population Health Project	2.1	Data is collected as per procedures outlined in the evaluation plan
		2.2	Data is interpreted and summarised in a manner that allows for conclusions to be made, with before and after comparisons made when relevant
3.	Report on the outcome of a Population Health project evaluation	3.1	The purpose, content and format of the Evaluation Report are as outlined in the Project Plan
		3.2	Report includes discussion of the evaluation process and results
		3.3	Report is disseminated to stakeholders in accordance with the project plan

RANGE STATEMENT

Population health projects may vary considerably in scope and content:

- Population health projects may be developed in any population health field including:
  – Health promotion
  – Environment health
  – Communicable diseases
  – Health risk management and assessment
- Population health projects may be developed at any level including:
  – Local
  – Regional
  – State
  – National
- Population health projects may be developed for any population including:
  – General Australian population
  – Any subgroups within that population identified based on age, sex, ethnicity, sexual identity, geographical location, physical environment, lifestyle choices, socio-economic status, disability, health status etc.
  – Any community defined as collective group of people identified by common values and mutual concern for the development and well-being of their group or geographical area
  – Any setting/organization whose practices influence health behaviour (e.g. clinical services, general practice, schools, workplaces, etc.)
- Population health projects can target individuals, groups or organizations
- Population health projects may vary in duration and intensity
- Population Health projects may relate to different health determinants (e.g. biological, economic, behavioural, social, etc.)

Communities or target populations in population health:

The community or population may vary considerably in character, size, needs and capacity to access information and services

Different levels of evaluation

- Process evaluation (measures the activities of the

RANGE STATEMENT

include:	project, project quality and who it is reaching)
	• Impact evaluation (measures the immediate effect of the project—relates to project objectives)
	• Outcome evaluation (measures the long-term effect of the project—relates to project goals)
Evaluation measures can be:	• Qualitative
	• Quantitative
Evaluation design can specify:	• Data collection at the end of the project
	• Before and after comparisons
	• Trials with a control group
Relevant personnel for consultation may include:	• Community/target population members and leaders
	• Public health sector staff
	• Community health sector staff
	• Private health sector staff
	• Volunteer networks
	• General practitioners
	• Administrators
	• Researchers
	• Educators
	• Academics
	• Business and industry representatives
Stakeholders may include:	• Representatives of relevant health agencies operating in the local community
	• Community advocates or change agents
	• Representatives/leaders of the target population
	• Population health professionals/Supervisors
	• Federal, State or local health service and population health planners
	• Federal, State or local health service providers
	• Other health and/or non-government organisations

EVIDENCE GUIDE

Critical aspects of assessment must include:	• Consistent satisfactory performance of all elements of this unit
	• Identifying and consulting with key stakeholders throughout the monitoring and evaluation process
	• Attention to equity
	• Capacity to analysis, judge and incorporate feedback where required
	• This unit must be assessed in conjunction with:
	– *HLTPOP502A Work with the community to identify health needs*
	– *HLTPOP503A Plan a Population Health Project*
Essential knowledge required includes:	• Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases
	• Relevant international charters/declarations and documents (e.g. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
	• National, State and local health policies, goals, targets and priorities
	• Evidence-based practice
	• Equity issues in population health
	• Quality assurance
	• Overview of the stages in population health project planning
	• Knowledge of evaluation (types, levels of evaluation)
	• Social change and advocacy processes
Essential skills:	• Effective communication and interpersonal skills including:
	– high level written or verbal
	– negotiation and liaison
	– consultation
	– conflict resolution and mediation
	• Analytical thinking, problem solving and critical appraisal
	• Work planning and management

EVIDENCE GUIDE

	• Working as part of a multi-disciplinary team and/or autonomously
	• Facilitating and contributing effectively to meetings, forums and other networks
	• Ability to engage and work collaboratively and/or in partnership
Resource implications:	Access to
	• A range of Government and non government policy documents and reports and statistics
	• Journals, books and external expertise
	• Documents and other materials (Charters, Declarations, Discussion Papers, etc.) from International Conferences on Population Health
	• A range of Government and non government policy documents and reports and statistics
	• Organisational policies and procedures
Method of assessment:	• Observation of performance
	• Written tasks
	• Interviewing and questioning
	• Formal appraisal systems
	• Staff client feedback
	• Portfolio/CV
	• Supporting statement of supervisors
	• Evidence of relevant work experience/formal or informal learning
	• Case studies and scenarios as a basis for the discussion of issues in population health project planning
	• Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report
Context of assessment:	• This unit may be assessed in the workplace or in a simulated workplace under normal conditions
	• The unit may be assessed in the classroom

UNIT HLTPOP505A   Build capacity to promote health

Unit Descriptor

This unit addresses the process of building capacity to promote health among individuals, groups, communities, organisations and coalitions. It focuses on the ability to develop infrastructure, enhance sustainability and foster problem solving capabilities at an individual, team or organisation level.

ELEMENT	PERFORMANCE CRITERIA
1. Assess existing capacity for change	1.1 The context within which a program sits are examined and responded to
	1.2 Pre-existing capacities to support change are identified
	1.3 Practitioner's sphere of influence and role in achieving change are assessed
2. Clarify intended outcome	2.1 The key action areas of capacity building that are to be addressed are identified
	2.2 Goals and objectives that are specific, measurable, achievable and based on principles of effective capacity building practice are set
3. Select and implement appropriate capacity building strategy	3.1 Appropriate capacity building strategies are identified and selected in consultation with relevant stakeholders and target group
	3.2 Capacity building strategies are implemented according to relevant legislation, organisational policies or procedures and ethical considerations
4. Evaluate effectiveness of selected strategy	4.1 Results of implementation of capacity building strategies are monitored and documented
	4.2 Success of capacity building strategies are evaluated against goals using existing tools for evaluating capacity building efforts

RANGE STATEMENT

Context within which a capacity building program sits may include:	• Physical environment • Economic environment • Political environment • Organisational environment • Socio-cultural environment
Pre-existing capacities may include relevant:	• Skills • Structures • Partnerships • Resources
Dimensions of capacity building include:	• Development of infrastructure • Enhancement of program sustainability • Fostering problem solving capabilities
Key action areas of capacity building include	• Organisational development • Workforce development • Resource Allocation • Partnerships • Leadership
Principles of effective capacity building practice include:	• Respecting and valuing pre-existing capacities • Developing mutual respect • Being responsive to context within which capacity building program sits • Avoiding pre-packaged ideas and strategies
Examples of capacity building strategies include	• Canvassing opportunities for a program • Lobbying for support • Developing skills in others • Supporting policy development • Negotiating with management • Guiding the establishment of partnerships • Contributing to organisational planning • Establishing relevant infrastructure (eg. community organisations)

RANGE STATEMENT

Relevant stakeholders may include:	• Other health and/or non-government organisations • Community advocates or change agents • Population health professionals/Supervisors • Policy and decision makers in the specific community • Other individuals, groups or communities most likely to be affected by strategies or action plans • Community/Organisation leaders • Community elders • Council members
Different levels of target groups include:	• Individuals • Groups • Communities • Organisations • Inter-organisation/coalitions
Ethical considerations may include	• Respect for individual and cultural differences • Privacy and confidentiality issues relating to information collection, storage and dissemination
Existing tools for evaluating capacity building efforts may include:	• Indicators to Help with Capacity Building in Health Promotion (NSW Health, 1999, North Sydney) • Community Capacity Index (Bush, Robert and Dower Jo, 2003, University of Queensland) • Qualitative tools: focus groups, key informant group, surveys/interviews • Quantitative tools: case study, surveys, experiments (RCT, cohort, case-control, cross-sectional)

EVIDENCE GUIDE

Critical aspects:	• Consistent satisfactory performance of all elements of this unit
	• Understanding of capacity building theory and framework
	• Knowledge of the various capacity building strategies
	• May need to be assessed in conjunction with other units of competency addressing capacity building strategies
Essential knowledge required includes:	• Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases
	• Relevant international charters/declarations and documents (eg. Ottawa Charter, Alma Ata, Jakarta Declaration, The Solid Facts by WHO)
	• National, State and local health policies, goals, targets and priorities
	• Evidence-based practice
	• Equity issues in population health
	• Quality assurance
	• Overview of the stages in population health project planning
	• Social change and advocacy processes

EVIDENCE GUIDE

Essential skills:
- Effective communication and interpersonal skills including:
  - High level written or verbal
  - Negotiation and liaison
  - Consultation
  - Conflict resolution and mediation
- Analytical thinking, problem solving and critical appraisal
- Work planning and management
- Working as part of a multi-disciplinary team and/or autonomously
- Facilitating and contributing effectively to meetings, forums and other network
- Ability to engage and work collaboratively and/or in partnership

Method of assessment:
- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff/client feedback
- Portfolio/CV
- Supporting statement of supervisors
- Evidence of relevant work experience/formal or informal learning
- Case studies and scenarios as a basis for the discussion of issues in population health project planning
- Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

Context of assessment
- This unit may be assessed in the workplace or in a simulated workplace under normal conditions
- This unit may be assessed in the classroom

LGACOM407B   Manage finances within a budget

Unit descriptor

This unit covers allocating funds, managing cash flows and preparing financial reports. It is appropriate for council staff with authority and responsibility for the management of budgeted funds.

Application of the competency

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.

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. If **bold italicised** text is used, details of the text are provided in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
1 Allocate funds	1.1 Funds are allocated according to agreed priorities and council requirements.
	1.2 All **relevant people** are kept informed of resource decisions, allocations and usage.
	1.3 Records of resource allocation and usage are current and complete according to relevant legislation and council or departmental requirements.
2 Manage cash flow	2.1 All documentation on cash flow is up to date and accurate.
	2.2 Cash receipts and payments are monitored against budgeted cash flow.
	2.3 Relevant employees and departments are consulted to determine the likely pattern of cash flows and to anticipate any unusual receipts or payments.

ELEMENT	PERFORMANCE CRITERIA
	2.4 Forecasts of future cash flows are made in accordance with available information.
	2.5 Cash budgets are presented in the approved format and clearly indicate net cash requirements.
	2.6 Significant deviations from the projected cash flow requirements are identified, assessed and appropriate action is taken.
	2.7 Cash budgets are developed to ensure effective utilisation of available funds whilst maintaining an adequate level of liquidity.
3 Monitor and control activities against budget	3.1 Systems are implemented to facilitate timely and accurate monitoring of actual income and expenditure against budgetary predictions.
	3.2 Actual income and expenditure are checked against budgets at regular designated intervals.
	3.3 Deviations from expected budget estimates or expenditure are identified and addressed and/or reported according to council requirements.
	3.4 Departments and relevant employees are advised of financial status with regard to budget allocations and expenditure.
4 Prepare reports	4.1 Accurate, clear and concise financial reports are prepared within required time frames according to council or departmental *auditing and legislative requirements*.

RANGE STATEMENT

VARIABLE   SCOPE

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. If ***bold italicised*** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Relevant people may include:
- employees affected by the budget
- management
- finance department
- elected members
- any relevant people or bodies outside council
- contractors
- members of the public.

Auditing and legislative requirements may include:
- Australian accounting standards
- local government act
- regulations.

EVIDENCE GUIDE

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It provides essential advice for assessment of the unit of competency and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

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	The demonstrated ability to:
	• identify unexpected changes, such as loss of income or funding, and minimise impact
	• manage finances within budget
	• manage any variations in accordance with council procedures.
Context of assessment	Assessment of performance requirements in this unit should be undertaken within the context of the local government framework. Competency is demonstrated by performance of all stated criteria, including the Range of Variables applicable to the workplace environment.
Relationship to other units (prerequisite or co-requisite units)	Prerequisite units: nil.
	Co-requisite units: nil.

EVIDENCE GUIDE

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

- completion of 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 should be gathered over a period of time in a range of actual or simulated management environments.

Required knowledge:

- relevant legislation and Australian accounting standards

- auditing requirements

- relevant council or departmental requirements and guidelines

- budget processes and procedures

- relevant accounting procedures.

Required skills:

- forecasting

- contingency management

- review

- reporting

- consultation.

EVIDENCE GUIDE

Resource implications	Access to a workplace or simulated case study that provides the following resources:

- financial management systems and records
- copies of relevant legislation and accounting standards
- examples of council guidelines and procedures.

Key competencies

The seven key competencies represent generic skills considered necessary for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	3	work according to documented plans, work procedures or council database administration
Communicate ideas and information	3	communicate work requirements to relevant staff or respond to queries from community members
Plan and organise activities	3	construct or maintain work activities according to plans and programs
Work with others and in teams	3	liaise with relevant personnel
Use mathematical ideas and techniques	2	measure and calculate quantities or compile spreadsheets
Solve problems	3	make adjustments to suit needs or respond to community member queries and deliver quality customer service
Use technology	2	use appropriate technology such as personal computers or pre-test equipment in the performance of duties

LGACOM502B   Devise and conduct community consultations

Unit descriptor

This unit covers devising and conducting community consultations and reporting on results. The vital and unique responsibility councils have to engage and consult with communities in order to respond to the needs of the community in a timely and effective manner is recognised.

Application of the competency

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.

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. If **bold italicised** text is used, details of the text are provided in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
1 Devise consultation strategies	1.1 A range of consultation strategies is identified and assessed for suitability.
	1.2 *Interested and affected parties* are identified.
	1.3 *Resources* required to conduct consultation are assessed.
	1.4 *Consultation strategies* are chosen that *enable and encourage relevant groups* or individuals to be involved.
	1.5 *Legislative* and council requirements are reviewed to ensure strategies meet all criteria.
2 Conduct consultations	2.1 *Information* is prepared that is clear, accurate and appropriate to the needs of all parties.
	2.2 All people involved in conducting the

ELEMENT	PERFORMANCE CRITERIA
	consultations are briefed on the process of consultation and the parties involved.
	2.3 Information is ***presented*** to affected parties at an appropriate time and place.
	2.4 ***Access and equity*** requirements are implemented in the consultations.
	2.5 Measures to expedite community consultation are taken to ensure consultation occurs within an identified time frame.
	2.6 Consultation is undertaken in an orderly manner to ensure all viewpoints are canvassed.
3 Record, analyse and report on results	3.1 Public consultation responses and processes are formatted to enable informed decision making to proceed.
	3.2 Appropriate suggestions for improvement are incorporated into design parameters.
	3.3 Summaries of responses and adopted amendments are provided to interested parties to ensure public consultation is recognised.
	3.4 Other issues raised during consultation are directed to relevant department or person to respond to community concern.
	3.5 An accurate report on community consultation that includes recommendations is prepared to enable informed decision making to occur.
	3.6 The overall effectiveness of the consultation process is reviewed and evaluated and action is taken where necessary.

RANGE STATEMENT

VARIABLE	SCOPE

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. If *bold italicised* text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Access and equity may include:	- subject matter - manner in which consultations are conducted - physical accessibility - community profile.
Enabling and encouraging relevant groups to be involved may include:	- physical accessibility - diverse language needs - culture, including Indigenous, youth and non-English speaking background - physical environment - number of people.
Information may include:	- written and oral records - anecdotes - reports - instructions - directions from supervisor or management - interviews - formal and informal team meetings.
Interested and affected parties may include:	- community groups - other authorities

RANGE STATEMENT

VARIABLE	SCOPE
	• individuals
	• emergency authorities (police, fire and ambulance)
	• private sector business interests
	• special interest groups
	• experts.
Resources may include:	• human
	• financial
	• locations.
Consultation strategies may include:	• public meetings
	• phone-ins
	• questionnaires
	• informal gatherings
	• door knocks
	• council meetings.
Legislation may include:	• local government
	• anti-discrimination
	• planning.

RANGE STATEMENT

VARIABLE	SCOPE
Presentation of information may include:	• graphics
	• models
	• computer animations
	• video displays
	• overhead transparencies
	• handouts
	• display plans
	• interpreter service.

EVIDENCE GUIDE

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It provides essential advice for assessment of the unit of competency and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

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	The demonstrated ability to devise and conduct community consultations where:
	• consultation ensures council's image or reputation is maintained or enhanced
	• community consultation produces valid and useful information.

EVIDENCE GUIDE

Context of assessment	Assessment of performance requirements in this unit should be undertaken within the context of the local government framework. Competency is demonstrated by performance of all stated criteria, including the Range of Variables applicable to the workplace environment.
Relationship to other units (prerequisite or co-requisite units)	Prerequisite units: nil. Co-requisite units: nil.
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

- completion of 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 should be gathered over a period of time in a range of actual or simulated management environments.
Required knowledge:	

- relevant council policies and procedures

- relevant legislation, including planning and anti-discrimination

- relevant sections of local government act

- access and equity issues

- strategies for consultation

- codes of conduct and ethics.

EVIDENCE GUIDE

Required skills:	• consultation, presentation, negotiation and report writing
	• research
	• planning and organising
	• information gathering and analysis.
Resource implications	Access to a range of real or simulated consultation processes including:
	• public and community meetings and forums
	• surveys and door knocks
	• appropriate communications equipment and aids such as overhead projectors and computer-based presentations.

Key competencies

The seven key competencies represent generic skills considered necessary for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	3	work according to documented plans, work procedures or council database administration
Communicate ideas and information	3	communicate work requirements to relevant staff or respond to queries from community members
Plan and organise activities	3	construct or maintain work activities according to plans and programs
Work with others and in teams	3	liaise with relevant personnel
Use mathematical ideas and	2	measure and calculate quantities or compile

techniques		spreadsheets
Solve problems	3	make adjustments to suit needs or respond to community member queries and deliver quality customer service
Use technology	2	use appropriate technology such as personal computers or pre-test equipment in the performance of duties

LGACOM503B　　　Prepare a budget

Unit descriptor

This unit covers the development and finalisation of a budget. The unit is appropriate for council staff responsible for the preparation of budgets in their capacity as supervisors, departmental managers or project managers.

Application of the competency

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.

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. If **bold italicised** text is used, details of the text are provided in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
1　Collect and collate relevant data	1.1　***Data*** required for ***budget*** preparation is identified and accessed.
	1.2　Previous budgets and the financial implications of council's current activities and plans are analysed and evaluated.
	1.3　***Relevant people*** are consulted and given the opportunity to contribute to the budget planning process.
	1.4　Possible changes of circumstance that will impact on the budget are identified.
	1.5　Any anomalies in the information received are checked with the appropriate person.
2　Justify proposals for expenditure	2.1　Estimates of costs and benefits are made that are supported by valid and relevant information.
	2.2　Assessments of alternative courses of action are considered in making the final recommendations.

ELEMENT	PERFORMANCE CRITERIA
	2.3 Appropriate members of staff are encouraged to contribute to the recommendations.
	2.4 The net benefits likely to be achieved from the expenditure are clearly indicated.
	2.5 Possible future variations in levels of activity are taken into account.
	2.6 Recommendations are presented clearly, concisely and in an appropriate format.
	2.7 Where challenges to the proposal are made, further explanation is given to promote acceptance.
	2.8 Estimates are compared with actual costs and benefits and used to improve future calculations.
3 Seek out alternative or additional financial opportunities	3.1 Effective and comprehensive methods for discovering alternative or additional sources of funding or income are employed.
	3.2 Sources of funding or income are assessed to ensure they comply with council objectives and policies.
	3.3 Management/council approval for funding submission or income-generating activity is obtained where necessary.
	3.4 Funding proposals are prepared and submitted.
4 Prepare draft budget for comment	4.1 The draft budget is prepared to accurately reflect the financial requirements of the department, service or council.
	4.2 The draft budget is clear and accurate and presented in an appropriate format.
	4.3 Income and expenditure estimates are clearly identified and are supported by valid, reliable and relevant information.
	4.4 The draft budget is prepared consistent with council objectives and ensures the efficient and effective operation of council in the short,

ELEMENT	PERFORMANCE CRITERIA
	medium and long term.
	4.5 The draft budget is completed within required time frame.
	4.6 The draft budget is circulated to appropriate people for comment.
5 Prepare final budget	5.1 Comments on draft budget are considered and relevant people are advised of implications.
	5.2 Required modifications to draft budget are agreed and incorporated.
	5.3 Proposed budget is completed in required format within required time frame.
	5.4 Proposed budget is negotiated through appropriate budgetary meeting.
	5.5 ***Relevant people*** are informed of budget requirements in a timely and accurate manner.

RANGE STATEMENT

VARIABLE	SCOPE

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. If ***bold italicised*** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

RANGE STATEMENT

VARIABLE	SCOPE
Budget may include:	• departmental budget
	• budget for a particular service or project
	• operational income and expenditure
	• strategic and management plan objectives
	• cash flow management
	• asset replacement
	• asset sales
	• entrepreneurial ventures and available revenue sources.
Relevant people may include:	• public, when budget is made available for public comment
	• other council staff.
Data may include:	• previous budget
	• employee costs
	• overhead costs
	• council policy.

EVIDENCE GUIDE

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It provides essential advice for assessment of the unit of competency and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

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	This unit requires the preparation of budgets with particular demonstration of:
	• budget development in accordance with established financial and accounting standards and council policies, procedures and time lines
	• effective and efficient operations as a result of the budget preparation.
Context of assessment	Assessment of performance requirements in this unit should be undertaken within the context of the local government framework. Competency is demonstrated by performance of all stated criteria, including the Range of Variables applicable to the workplace environment.
Relationship to other units (prerequisite or co-requisite units)	Prerequisite units: nil.
	Co-requisite units: nil.

EVIDENCE GUIDE

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
	• completion of 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 should be gathered over a period of time in a range of actual or simulated management environments.
Required knowledge:	• relevant financial and accounting standards
	• council policies and procedures
	• budget processes and procedures
	• relevant computer software.
Required skills:	• negotiation with internal and external customers
	• report presentation
	• financial analysis and research
	• interpretation
	• consultation in a culturally diverse workforce.
Resource implications	Access to a workplace or simulated case study that provides the following resources:
	• relevant financial and accounting standards
	• council policies and procedures
	• financial data
	• relevant computer software.

Key competencies

The seven key competencies represent generic skills considered necessary for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	3	work according to documented plans, work procedures or council database administration
Communicate ideas and information	3	communicate work requirements to relevant staff or respond to queries from community members
Plan and organise activities	3	construct or maintain work activities according to plans and programs
Work with others and in teams	3	liaise with relevant personnel
Use mathematical ideas and techniques	3	measure and calculate quantities or compile spreadsheets
Solve problems	3	make adjustments to suit needs or respond to community member queries and deliver quality customer service
Use technology	2	use appropriate technology such as personal computers or pre-test equipment in the performance of duties

LGAEHRH502B   Implement immunisation programs

Unit descriptor

This unit covers the planning and implementation of effective immunisation programs.

Application of the competency

This unit supports the attainment of skills and knowledge required for competent workplace performance within councils of varying size and locations. Knowledge of the legislation and regulations within which councils must operate is essential. The role of council staff, elected members and management in protecting and managing the natural and built environment must be appropriately reflected.

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. If **bold italicised** text is used, details of the text are provided in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
1 Plan immunisation programs	1.1 Immunisation programs and strategies are developed to achieve maximum immunisation rates and protect public health.
	1.2 Adequately trained staff members are coordinated to conduct immunisation services to ensure programs are conducted safely and efficiently.
2 Coordinate immunisation programs	2.1 Resources and **materials** are provided and managed for **immunisation sessions** to facilitate a professional and efficient program.
	2.2 Records on immunisation are maintained in a safe, accurate and efficient manner within **legislative requirements**, codes of practice and c**ouncil requirements**.
	2.3 Communication and liaison is undertaken with relevant health and education professionals and relevant government agencies to maximise effectiveness of the immunisation programs.
	2.4 Immunisation programs are reviewed and

ELEMENT	PERFORMANCE CRITERIA
	evaluated to maximise their effectiveness.

RANGE STATEMENT

VARIABLE	SCOPE

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. If **_bold italicised_** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Immunisation sessions may include:

- day
- night
- special (e.g. school based)
- infant agencies
- industrial.

Council requirements may include:

- council policies, procedures and guidelines
- strategic, business and management plans
- local ordinances, laws and by-laws.

Legislative requirements may include:

- federal
- state or territory
- local government.

RANGE STATEMENT

VARIABLE	SCOPE
Materials may include:	- vaccines
	- medical equipment
	- record-keeping equipment
	- syringes
	- safety equipment
	- adrenaline.

EVIDENCE GUIDE

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It provides essential advice for assessment of the unit of competency and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

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	Planning and delivery of immunisation programs.
Context of assessment	On the job or in a simulated work environment.
Relationship to other units (prerequisite or co-requisite units)	Prerequisite units: nil. Co-requisite unit: nil.

EVIDENCE GUIDE

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	Competency must be demonstrated in all Elements across a range of variables relevant to council's size, location and strategic plan.
Required knowledge:	• council structure and procedures
	• relevant council policy and legislation
	• immunisation procedures
	• key organisations and individuals
	• National Health and Medical Research Council immunisation schedules and handbook.
Required skills:	• liaison with public
	• administration
	• public promotion
	• record keeping
	• vaccine storage.

EVIDENCE GUIDE

Resource implications	Access to a workplace or simulated case study environment that provides the following resources:

- copies of relevant legislation

- council policies and procedures

- immunization materials such as:

  - vaccines

  - syringes

  - appropriate medical equipment and supplies

- records management systems

- real or simulated key organisations and individuals.

Key competencies

The seven key competencies represent generic skills considered necessary for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	2	work according to documented plans, work procedures or council database administration
Communicate ideas and information	2	communicate work requirements to relevant internal or external clients or respond to queries or complaints from community members
Plan and organise activities	1	construct or maintain work activities according to plans and programs
Work with others and in teams	1	liaise with relevant personnel
Use mathematical ideas and techniques	1	measure and calculate quantities or compile spreadsheets

Solve problems	2	make adjustments to suit needs or respond to community member queries and interpret the appropriate application of by-laws and environmental control and compliance plans
Use technology	1	use appropriate technology such as personal computers in the performance of duties

UNIT LGAEHRH606A   **Develop programs to minimise the spread of infectious diseases**

Unit Descriptor

This unit covers the monitoring of premises and practical intervention to reduce the spread of infectious diseases

ELEMENTS	PERFORMANCE CRITERIA
1. Develop and implement practical strategies to reduce transmission of infectious disease	1.1 Sources and methods of the transmission of infectious diseases are identified to enable development of reduction target strategies
	1.2 Practical intervention strategies are undertaken to reduce the incidence of transmission of infectious diseases
	1.3 Education and training programs are prepared to reduce the incidence of the transmission of infectious diseases
	1.4 Strategies are monitored to measure the effectiveness in reducing the incidence of transmission of infectious diseases and modified as required
2. Develop education and training programs to reduce transmission of infectious diseases	2.1 Investigations are identified from assessments and reports and prioritised according to risk factors
	2.2 An appropriate form of investigation is determined based on an assessment of the nature of the communicable disease
	2.3 Investigation is carried out efficiently within priorities, legislative and Council requirements
	2.4 Data and information are collected within applicable procedures to enable a clear determination of the problem
	2.5 Action is determined and undertaken to minimise the impact of the problem and the likelihood of recurrence
	2.6 Reports on the investigation are prepared in the required format and outcomes are referred to relevant authorities
	2.7 A report is prepared and submitted to Council for information or direction

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Relevant legislation and codes of practice may include	Federal, state/territory and Local Government legislation including: • Relevant health acts • Departmental codes of practice • Regulations under acts of parliament • Australian standards
Council requirements may include	• Council policies • Procedures and guidelines • Strategic, business and management plans • Local ordinances, laws and by-laws
Health education providers may include	• Schools • Preschool centres • Child health centres • Special community groups • Government agencies • Industry groups • Tertiary institutions
Target groups may include	• Operators • Clients • Affected parties
Risk factors may include	• Occurrence • Reservoir • Mode of transmission • Period of communicability • Susceptibility and resistance • Patient factors
Methods of control may include	• Preventative • Control of patients • Contacts • Immediate environment

RANGE OF VARIABLES

Pest/vector control may include	• Data collected by sampling of faecal blood, vectors
Hygiene practices and procedures may include	• Personal
	• Structural
	• Client

EVIDENCE GUIDE

Critical aspects of evidence	• Spread of infectious diseases is minimised
Interdependent assessment of units	• Prerequisite units: nil • Co-requisite units: nil
Underpinning knowledge	• Infectious/communicable diseases • Transmission of diseases • Control of infectious diseases • Education/training programs
Underpinning skills	• Intervention strategies • Program/strategy development • Coordination • Information presentation to public • Education strategy evaluation • Report writing
Resource implications	• Access to workplace or simulated case study that provides the following resources: sources of data/reports on transmissible/infectious diseases • Access to relevant legislation and documentation on council requirements/policies/procedures; access to real or simulated client groups
Consistency in performance	Evidence will need to be gathered over time across a range of variables
Context for assessment	On-the-job or in a simulated work environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	2	gather and collate quantitative and qualitative information
Communicate ideas and information	2	present public education programs
Plan and organise activities	1	plan and organise a meeting
Work with others and in teams	1	liaise with relevant personnel
Use mathematical ideas and techniques	1	measure and take readings of relevant materials and at appropriate sites
Solve problems	2	determine investigation strategy
Use technology	1	use measuring and testing equipment

LGAEHRR501B   Implement council's responsibilities in food safety

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Unit descriptor

This unit covers the processing of applications, training of food handlers, and the auditing of food premises, assessments, investigations and enforcement.

Application of the competency

This unit supports the attainment of skills and knowledge required for competent workplace performance within councils of varying size and locations. Knowledge of the legislation and regulations within which councils must operate is essential. The role of council staff, elected members and management in protecting and managing the natural and built environment must be appropriately reflected.

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. If **bold italicised** text is used, details of the text are provided in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
1 Assess suitability and compliance of proposed food premises	1.1 Written or verbal communication between relevant parties is undertaken in a clear, concise manner to ensure compliance with relevant legislation.
	1.2 ***Plans*** for food safety are checked to ensure adequate risk practices have been incorporated.
	1.3 Plans are approved by comparing details against legislative requirements, codes of practice and ***council requirements***.
	1.4 ***Premises*** are inspected for compliance with approved plans.
	1.5 Liaison with other appropriate council departments and authorities is undertaken to ensure relevant approvals are provided.
	1.6 Interpretations, assessments and judgements are made that maximise the functionality of premises within relevant ***legislation and codes*** of practice.

ELEMENT	PERFORMANCE CRITERIA
2 Process applications for registration or notification of food premises	2.1 Applications are checked for completeness, accuracy, payment of fees and compliance with relevant legislation.
	2.2 Inspection of premises is undertaken to ensure compliance with relevant legislation, codes of practice and council policy and procedures.
	2.3 Premises identified as inadequate and in non-compliance of legislation are given time frame for meeting requirements and *standards.*
	2.4 Legal action is commenced against those identified as a serious risk.
	2.5 Certificates of registration are checked prior to issue for accuracy, completeness and inclusion of appropriate conditions.
3 Administer food premises audits	3.1 Audits are administered in accordance with codes of practice, legislation and council requirements.
	3.2 Audits are monitored to ensure that they are carried out at the required frequency.
	3.3 All reports of audits are registered on council's management information system.
	3.4 Allegations of serious risk are followed up and appropriate action is taken.
	3.5 Auditors' recommendations are followed to ensure work is in accordance with criteria and conditions of certification.
4 Administer food-sampling analysis	4.1 A sampling program is followed that identifies parameters according to classification, risk and previous history.
	4.2 Sampling schedules are established according to legislative and council requirements.
	4.3 Procedures for sampling, storage and transport are carried out in accordance with legislative and council requirements.
	4.4 *Analysis* reports are interpreted to determine

ELEMENT	PERFORMANCE CRITERIA

appropriate further action.

5   Investigate food-related problems and complaints

5.1   Need for food-related investigation is identified from assessments and reports and prioritised according to *risk factors*.

5.2   An appropriate form of investigation is determined based on risk assessment and hazard analysis of the problem.

5.3   Investigation is carried out efficiently within priorities and legislative and council requirements.

5.4   Data and information are collected in accordance with applicable procedures to enable a clear determination of the problem.

5.5   Action on the food-related problem is determined to minimise impact of the problem and the likelihood of recurrence.

5.6   A report is prepared and submitted via management to council for information or direction.

6   Pursue and maintain acceptable food-handling practices

6.1   Strategies to inform and educate food proprietors are developed in accordance with council practices.

6.2   *Communication tools* are used to inform and educate.

6.3   Food-handling training and education is delivered to provide essential competencies in food handling, where required.

6.4   Assessment of food handlers' knowledge and expertise is undertaken, where required.

6.5   Information is provided on recognised external training courses that train and assess in *food hygiene*/food safety competencies.

7   Detect and process food-related offences

7.1   An offence is established through detection of a breach of relevant legislation.

ELEMENT	PERFORMANCE CRITERIA
	7.2 Information related to an offence is collated through a review of existing documentation.
	7.3 Additional information is obtained by interview, audit or sampling to substantiate details of the offence.
	7.4 A decision to proceed with prosecution, issue warning or not pursue is determined in consultation with departmental or council management.
	7.5 A brief is prepared for prosecution that identifies all relevant facts and sections of appropriate legislation, codes of practice and council policy.

RANGE STATEMENT

VARIABLE	SCOPE

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Legislation and codes may include:	• federal, state or territory and local government legislation including:
	◦ food acts
	◦ food standards codes
	◦ council local laws
	◦ codes of practice
	◦ legislative and industry codes of practice.

RANGE STATEMENT

VARIABLE	SCOPE
Checking *plans* may include:	• existence and suitability of food safety plan
	• existence of food safety instructor
	• signature
	• fees attached.
Food hygiene principles may include:	• temperature control measures
	• critical limits
	• monitoring systems
	• storage
	• operator hygiene
	• food protection
	• sanitation
	• internal audit
	• documentation and recording systems
	• building structure
	• building layout and design
	• materials
	• finishes
	• appliances
	• equipment
	• home and community care program principles.
Risk factors may include:	• nature of food additives
	• level of complaints
	• procedures
	• surveys

RANGE STATEMENT

VARIABLE	SCOPE
	• types of food
	• storage
	• temperature
	• oxidation
	• decay
	• toxins
	• chemical and microbial actions
	• industrial procedures
	• personal hygiene
	• infectious agents and modes of transmission
	• critical limits.
Food *standards* may include:	• federal and state legislation
	• Food Standards Australia New Zealand codes
	• Australian Quarantine Inspection Service standards
	• industry standards
	• competency standards
	• Australian Safety Association
	• World Health Organisation
	• International Organisation for Standardisation standards.

RANGE STATEMENT

VARIABLE	SCOPE
Analysis may include:	- microbiological counts - chemical and physical food - top swabbing - hand washing - sampling - appearance - texture - odour - production means - cleanliness - random - routine - target products.
Premises may include:	- food transport vehicles - structures - stalls - permanent or semi-permanent structures - retail - domestic based - wholesale - factories - warehouses - institutions - markets - classification schedule of food businesses.

RANGE STATEMENT

VARIABLE	SCOPE
Council requirements may include:	• council policies, procedures and guidelines • council internal review mechanisms • strategic, business and management plans • local ordinances, laws and by-laws.
Communication tools may include:	• council newsletter • information sheets • brochures • workshops and forums.
Food surveillance may include:	• premises and vehicle audits • food sampling • on and off-site analysis • industry • government • non-government.

EVIDENCE GUIDE

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It provides essential advice for assessment of the unit of competency and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

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	• Public safety risks are identified and resolved. • Legislative and safety requirements are adhered to.
Context of assessment	On the job or in a simulated work environment.
Relationship to other units (prerequisite or co-requisite units)	Prerequisite units: nil. Co-requisite unit: nil.
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	Competency must be demonstrated in all relevant Elements across a range of variables relevant to council's size, location and strategic plan.

EVIDENCE GUIDE

Required knowledge:	• food-related legislation
	• codes of practice and procedures
	• epidemiology, microbiology and chemistry
	• hazard analysis and hazard control systems
	• food hygiene competencies
	• food sampling and testing
	• food surveillance:
	• storage
	• preparation
	• display
	• packaging
	• transport
	• premises equipment maintenance
	• personal hygiene
	• pest control
	• council policy and procedures
	• written reports and administration
	• hazard analysis.

Required skills:
- strategy implementation
- audit process.

Resource implications

Access to a workplace or simulated case study that provides access to the following resources:

- relevant legislation and codes of practice
- council policies
- government guides for local government
- real or simulated food premises
- relevant data
- real or simulated food handlers.

Key competencies

The seven key competencies represent generic skills considered necessary for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	2	work according to documented plans, work procedures or council database administration
Communicate ideas and information	2	communicate work requirements to relevant internal or external clients or respond to queries or complaints from community members
Plan and organise activities	2	construct or maintain work activities according to plans and programs
Work with others and in teams	2	liaise with relevant personnel
Use mathematical ideas and techniques	2	measure and calculate quantities or compile spreadsheets
Solve problems	2	make adjustments to suit needs or respond to community member queries and interpret the appropriate application of by-laws and environmental control and compliance plans
Use technology	2	use appropriate technology such as personal computers in the performance of duties

LGAEHRW505B   Implement strategies to minimise the impact of waste on the environment

Unit descriptor

This unit covers the implementation and monitoring of strategies to reduce the impact of waste on the environment.

Application of the competency

This unit supports the attainment of skills and knowledge required for competent workplace performance within councils of varying size and locations. Knowledge of the legislation and regulations within which councils must operate is essential. The role of council staff, elected members and management in protecting and managing the natural and built environment must be appropriately reflected.

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. If ***bold italicised*** text is used, details of the text are provided in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
1 Determine the effectiveness of the environmental impact of current practices	1.1 Impact of existing ***waste*** management practices is noted against legislation, industry standards, and council and community requirements and expectations.
	1.2 Data contributing to ***cost-benefit analysis*** is collected on existing waste management practices.
	1.3 The effects of existing waste practices on the environment are regularly monitored.
	1.4 The waste impact cycle is monitored for components of ***waste stream*** in council area.
	1.5 Resource usage in waste impact cycle is measured accurately.
2 Monitor waste reduction targets	2.1 Targets for reducing ***impact*** of waste are monitored in accordance with community standards and relevant authority requirements.

ELEMENT	**PERFORMANCE CRITERIA**
	2.2 Performance is measured accurately, regularly and in a cost-effective manner.
	2.3 Statistical comparisons are made between targets and performance to establish accurately if targets have been met.
3 Contribute to the development of a waste impact reduction plan	3.1 Consultation with the community and relevant ***authorities*** and organisations is undertaken as directed to assist in developing targets and ***strategies*** to reduce waste impact.
	3.2 Criteria to prioritise strategies are suggested.
	3.3 Information to assist comparison with similar methods in practice elsewhere and assess effectiveness of strategies is contributed.
	3.4 Appropriate trial and sampling techniques are followed.
4 Follow strategies to reduce waste impact	4.1 Strategic priorities are followed to provide the most effective resolution of issues within available resources.
	4.2 Processes are monitored to ensure the strategy is achieving objectives and modifications are suggested as required.
	4.3 Program time lines, schedules and targets are followed to enable strategy objectives to be met.
5 Monitor effectiveness of strategies to reduce waste	5.1 ***Data*** is collected and analysed on a regular basis to provide accurate measures of performance.
	5.2 Comparisons are made with strategy objectives to assess effectiveness.
	5.3 Changes to implemented strategy are suggested as warranted to ensure outcomes are achieved.
	5.4 Information obtained during monitoring and review is suggested to develop new strategies based on accumulated knowledge and experience.

RANGE STATEMENT

VARIABLE	SCOPE

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Impact may include:	- health related - amenity (e.g. smell, visual and tactile) - flow-on physical impact on flora and fauna - toxicity - breakdown cycle.
Waste stream may include:	- domestic garbage - industrial - commercial - council - litter - construction and demolition.
Waste includes:	- paper - plastics - metals - household garbage - green - chemical - glass - construction - hard liquid.

RANGE STATEMENT

VARIABLE	SCOPE
Data may include:	• waste types • waste quantity • cost of disposal • legislation • impact details • sources • experimental controls.
Authorities may include:	• environment protection • waste management • recycling and resource recovery bodies • regional waste boards.
Strategies may include:	• education • promotion • reduce, reuse and recycle policy • collection times and types • mulching • worms.
Cost-benefit analysis may include:	• financial • health • amenity • flora and fauna • social • fee for service.

EVIDENCE GUIDE

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It provides essential advice for assessment of the unit of competency and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

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	• Data on the waste stream is collected and analysed to standards of council plans.
	• Council policies, protocols and relevant legislation are followed in monitoring waste activity.
	• Consultation is undertaken as directed to identify strategies and distribute information.
	• Strategy implementation and monitoring is undertaken to identified standards.
Context of assessment	On the job or in a simulated work environment.
Relationship to other units (prerequisite or co-requisite units)	To enable holistic assessment this unit may be assessed with other units that form part of the job role in particular:
	LGAEHRW503B Implement programs for disposal and containment of waste.
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

EVIDENCE GUIDE

	• 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 gathered over time across a range of variables.
Required knowledge:	• waste management practices • waste impact on environment • waste reduction practices • monitoring processes • council budgeting and planning processes • regulations • standards • policies • legislation • community needs and expectations • relevant organisations.
Required skills:	• technical and community research • support analysis • consultation.
Resource implications	Access to a workplace or simulated case study that incorporates the following resources: • relevant data on different waste streams • real or simulated consultation process • relevant legislation, regulations, standards and policies.

Key competencies

The seven key competencies represent generic skills considered necessary for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	2	work according to documented plans, work procedures or council database administration
Communicate ideas and information	2	communicate work requirements to relevant internal or external clients or respond to queries or complaints from community members
Plan and organise activities	2	construct or maintain work activities according to plans and programs
Work with others and in teams	2	liaise with relevant personnel
Use mathematical ideas and techniques	1	measure and calculate quantities or compile spreadsheets
Solve problems	2	make adjustments to suit needs or respond to community member queries and interpret the appropriate application of by-laws and environmental control and compliance plans
Use technology	1	use appropriate technology such as personal computers in the performance of duties

UNIT LGAEHRW507A   Plan and coordinate a waste collection / recycling service

Unit Descriptor

This unit covers identification of needs, markets and service options and the implementation, evaluation and review of services.

ELEMENTS	PERFORMANCE CRITERIA
1. Identify waste collection service needs	1.1 The volume and type of waste to be collected is determined from a review of audited waste stream information
	1.2 The frequency of collection is determined from an assessment of the nature and volume of waste within the community, cost and public health requirements
2. Identify recoverable waste	2.1 Recoverable waste is clearly defined based on components of the waste stream that can be re-used or recycled
	2.2 An inventory of recoverable waste is prepared through an assessment of the waste stream using predetermined definitions
3. Identify markets for recoverable waste	3.1 Existing local commercial markets are identified and assessed to determine current and future market opportunities
	3.2 Information of market strategies for recoverable waste is obtained
	3.3 Operating cost shortfalls are identified and options presented to Council for resolution
4. Assess effectiveness of current services	4.1 Quantifiable and comparative performance measures are established to determine if community needs are being met
	4.2 Realistic and achievable performance targets for sorting, processing and recovery methods are established within available resources and local performance expectations
	4.3 Relevant data on current services is collated to enable a comprehensive and statistically valid performance assessment

ELEMENTS	PERFORMANCE CRITERIA
5. Identify, evaluate and prioritise service options	5.1 Current industry best practice is identified through a comprehensive review of recognised sources
	5.2 Achievable options to meet needs are specified in accordance with local policy
	5.3 Evaluation criteria are established to meet targets, taking into account local needs and constraints
	5.4 Options are evaluated through an assessment against criteria in an objective manner
	5.5 Options are prioritised so that sorting, processing and recovery needs can be met within favourable cost benefit ratio
6. Prepare performance specifications	6.1 Measurable and quantifiable performance criteria are identified based on audit data and results of needs assessment
	6.2 Performance levels are specified to meet waste management strategy targets whilst protecting current activity levels in accordance with local authority requirements
	6.3 Relevant documentation is prepared that incorporates performance levels and protects local interests within local and statutory requirements
7. Assess submissions to undertake service(s)	7.1 Criteria are established to enable an objective assessment of submissions
	7.2 The impact of statutory and local requirements are considered in assessing submissions
	7.3 Submissions are assessed against criteria to determine the most cost effective and suitable proposal
8. Implement service	8.1 All users are advised of service details prior to implementation
	8.2 Required resources to implement the service are procured within budget
	8.3 Sorting and waste recovery services are planned and scheduled in line with accepted submissions
	8.4 Services are undertaken in terms of agreed service specifications

ELEMENTS

PERFORMANCE CRITERIA

9. Monitor and review services

9.1 Data is collected regularly and analysed to provide accurate measures of performance

9.2 Comparisons are made with agreed service specifications to assess effectiveness

9.3 Changes to implemented service are made as required in a timely manner to ensure required performance levels are maintained

9.4 Information obtained during monitoring and review is used to develop new service options which are based on accumulated knowledge and experience

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Waste/recycling collection services	• Day labour • Contract services • Kerbside collections • Door to door • Centralised • Transfer station
Market types	• Domestic • Local industry • Local commercial • Paper recyclers • Glass manufacturers
Recyclable material	• Plastics • Oil • Aluminium • Glass • Steel • Timber • Bricks • Concrete • Green waste • Paper • Tyres • Textiles • Paints • Lead • Copper • Brass • Gold • Cfcs • Food

RANGE OF VARIABLES

Measures of effectiveness
- Complaints
- Enquiries
- Unit cost
- Missed services
- Damaged equipment
- Community satisfaction
- Reliability
- Noise level
- Regularity
- Ohs factors
- Environmental guidelines
- Contamination

Assessment criteria
- Ability to perform work
- Cost
- Financial stability
- Previous experience
- Level of service and support
- Local preferences
- Employment opportunities
- Work practices
- Industrial relations
- Level of council control
- Use of council facilities

Recoverable waste information
- Local Government associations
- Recycling co-operatives
- Commercial recycling operators
- Regional waste boards
- Waste authorities

EVIDENCE GUIDE

Critical aspects of evidence	• Accurate identification of service needs, recoverable waste and potential markets
	• Evaluation and prioritisation of service options
	• Development of criteria in line with council and statutory requirements
	• Monitoring and review of services
Interdependent assessment of units	• Prerequisite units: nil
	• Co-requisite units: nil
Underpinning knowledge	• Health regulations
	• Dangerous goods
	• Disposal of hazardous materials
	• Materials suitable for recycling/recovery
	• Commercial markets
	• Current markets
	• Legislative requirements relevant to waste collection
	• Strategies for developing performance measures
	• Current industry practice
	• Economic forecasting techniques
	• Public health requirements
Underpinning skills	• Assessing waste stream
	• Problem solving
	• Presenting options to council
	• Collation and analysis of data
	• Researching, reviewing and evaluating options
Resource implications	Access to workplace or simulated case study that incorporates the following resources:
	• Data on waste
	• Consultation process
	• Copies of relevant legislation and Council policies/procedures
	• Service providers
	• Disposal systems

EVIDENCE GUIDE

Consistency in performance   Evidence will need to be collected over time across a
                                 range of variables

Context of assessment   On-the-job or in a simulated workplace environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	3	collect and analyse data to provide measure of performance
Communicate ideas and information	3	present market options to Council
Plan and organise activities	3	plan and schedule waste service
Work with others and in teams	2	work with service providers
Use mathematical ideas and techniques	3	assess viability through economic forecasts
Solve problems	2	specify achievable options
Use technology	1	use computer software

LGAEHRW601B   Conduct waste management audits and assess needs

Unit descriptor

This unit covers the auditing of waste management practices and processes and the collection of data to make recommendations for community needs.

Application of the competency

This unit supports the attainment of skills and knowledge required for competent workplace performance within councils of varying size and locations. Knowledge of the legislation and regulations within which councils must operate is essential. The role of council staff, elected members and management in protecting and managing the natural and built environment must be appropriately reflected.

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. If **bold italicised** text is used, details of the text are provided in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
1 Undertake an audit of the existing waste generated, treated or disposed of within specified area	1.1 The waste stream is identified in accordance with council's waste management strategy to ensure all **major waste** components are audited.
	1.2 Objective and representative waste **sampling** methods are followed and checked against specified validity criteria.
	1.3 Data collection follows identified protocols to ensure consistent collation throughout the audit.
	1.4 Waste samples are collected and analysed in accordance with documented procedures, standards and statutory requirements.
	1.5 Audit results are documented clearly so that waste components are quantified.
2 Undertake an audit of the existing plant and infrastructure involved in waste management	2.1 All major components of **plant and infrastructure** are identified and categorised.
	2.2 The **characteristics of existing plant infrastructure** are established.
	2.3 Data within plant infrastructure categories is collected accurately and objectively.

ELEMENT	PERFORMANCE CRITERIA
	2.4 Data is analysed to establish service costs and utilisation rates.
	2.5 Audit results that quantify plant infrastructure are clearly documented.
3 Determine the effectiveness of current practices for minimising waste	3.1 Waste minimisation standards are checked for compliance with specifications of the waste management plan, community standards and relevant authority requirements.
	3.2 Performance is measured accurately, regularly and in a cost-effective manner.
	3.3 Statistically valid comparisons are made between objectives and performance to establish accurately if objectives have been met.
4 Collect data or information on current community waste practices and needs	4.1 Target groups classifications are observed so that all relevant practices and needs can be identified.
	4.2 Key *stakeholders* identified in council strategies are involved in the consultative process.
	4.3 Data collection methods are checked to ensure statistically valid results.
	4.4 Data is collected using recognised processes to reinforce community confidence in impartiality of the process.
	4.5 Information is collated for *analysis* to determine attitudes, practices and opportunities in relation to service provision.
	4.6 Community waste practices and needs are categorised and quantified and all requirements are clearly documented in audit reports.

RANGE STATEMENT

VARIABLE	SCOPE

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Stakeholders may include:
- industry/business
- rate payers
- service users, including residents and visitors
- participating local government areas
- statutory bodies.

Major waste types may include:
- household
- council
- commercial
- industrial
- liquid
- chemical
- medical
- prescribed
- green
- food
- putrescible
- obnoxious (e.g. poisonous food and contaminated waste)
- hard
- sludge
- litter
- recyclables.

RANGE STATEMENT

VARIABLE	SCOPE
Plant and infrastructure may include:	- vehicles - labour - operating costs - machinery - transfer station - treatment facilities - collection receptacles - computer systems - weighbridges - administration - disposal facilities and landfill.
Characteristics of existing plant and infrastructure may include:	- age - type - value - location - number - capability - lifespan - replacement value - ownership and control.
Sampling and ***analysis*** may include:	- physical inspection - weighing - surveys and questionnaires, including telephone surveys - volume calculations - existing records.

EVIDENCE GUIDE

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It provides essential advice for assessment of the unit of competency and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

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	• Audit of existing waste is completed and results are documented.
	• Audit of plant and infrastructure is completed and documented.
	• Waste practices and community needs are quantified and documented.
Context of assessment	On the job or in a simulated workplace environment.
Relationship to other units (prerequisite or co-requisite units)	To enable holistic assessment this unit may be assessed with other units that form part of the job role in particular:
	LGAEHRW503B Implement programs for disposal and containment of waste.
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 GUIDE

Evidence required for demonstration of consistent performance	Evidence will need to be gathered over time across a range of variables.
Required knowledge:	• relevant environmental protection and other relevant authority requirements • extensive technical knowledge of waste stream components • sample collection and analysis • comprehensive knowledge of relevant acts, regulations and guidelines • characteristics of plant and infrastructure • community standards with respect to waste • statistical methodologies.
Required skills:	• analysing information and data • documenting results • impartial consultation with community • documenting community needs.
Resource implications	Access to a workplace or simulated case study that encompasses resources including: • various forms of waste for physical inspection • various plant and infrastructure • copies of relevant acts, regulations and guidelines • real or simulated stakeholders for consultation process.

Key competencies

The seven key competencies represent generic skills considered necessary for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	2	work according to documented plans, work procedures or council database administration
Communicate ideas and information	2	communicate work requirements to relevant internal or external clients or respond to queries or complaints from community members
Plan and organise activities	2	construct or maintain work activities according to plans and programs
Work with others and in teams	2	liaise with relevant personnel
Use mathematical ideas and techniques	2	measure and calculate quantities or compile spreadsheets
Solve problems	2	make adjustments to suit needs or respond to community member queries and interpret the appropriate application of by-laws and environmental control and compliance plans
Use technology	2	use appropriate technology such as personal computers in the performance of duties

UNIT LGAEHRW605A   Develop council's waste management strategy

Unit Descriptor
This unit covers the development of a waste management strategy for the minimisation, treatment and disposal of waste.

ELEMENTS	PERFORMANCE CRITERIA
1. Determine the scope, aims and objectives of the waste management strategy	1.1 Physical boundaries of the strategy are defined in accordance with legislative requirements, local policy responsibilities and established regional plans
	1.2 Required outcomes are clearly and precisely identified by aims and objectives and all relevant waste management issues are addressed
	1.3 A consultative strategy development process is defined that involves all key stakeholders
	1.4 A comprehensive review of policies, regulations and influences is undertaken to ensure that all relevant factors are considered in strategy development
	1.5 All relevant constraints and limitations are identified to ensure that a realistic and achievable waste management strategy can be prepared
2. Define audit process	2.1 Audit processes and methods are defined consistent with the scope of the strategy
	2.2 Audit process supports representative sampling of waste components
3. Determine future service requirements and constraints	3.1 All audit and needs documentation is collated so that a full assessment of current waste management can be undertaken
	3.2 Future projections of waste management requirements are made based on an assessment of the current position and trends in accordance with local and statutory strategy plans
	3.3 Constraints are determined in consideration of all known factors
	3.4 Achievable and realistic service provision targets for constituent waste are set
	3.5 Appropriate objectives and levels of performance for waste minimisation are determined in consultation with the community and relevant authorities

ELEMENTS	PERFORMANCE CRITERIA
4. Determine, evaluate and prioritise options for waste minimisation, treatment and disposal to service current and future requirements	4.1 Current industry best practice is identified through a comprehensive review of recognised sources
	4.2 Achievable options to meet identified strategy targets are specified in accordance with Council policy
	4.3 Evaluation criteria are established to meet targets within local needs and constraints
	4.4 Options are evaluated through an assessment against criteria
	4.5 Options are prioritised so that major needs can be met within a favourable cost benefit ratio
5. Prepare draft strategy for community comment	5.1 Clear documentation of options is prepared presenting all relevant information and rationale
	5.2 Recommendations are specified within timeframes for implementation
	5.3 Consultation is undertaken following processes and methods determined as suitable for the strategy development within local policy
6. Review, modify and adopt waste management strategy	6.1 Community input is collated and analysed in accordance with established methods
	6.2 Where community input is assessed and supports strategy objectives within available resources, appropriate modifications are made to the waste management strategy
	6.3 Complete waste management strategy documentation with clear recommendations is presented to Council for endorsement
	6.4 Further endorsements and approvals are sought to meet regional and statutory requirements as appropriate

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Scope boundaries	• Time
	• Geography
	• Facilities lifespan
	• Cost parameters

Stakeholders	• Industry/business
	• Rate payers
	• Service users (residents, tourists)
	• Participating local government areas
	• Statutory bodies

Major waste types	• Household waste
	• Council waste
	• Commercial waste
	• Industrial waste
	• Liquid
	• Chemical
	• Medical
	• Prescribed
	• Green waste
	• Food waste
	• Putrescible waste
	• Obnoxious (poisonous food, contaminated)
	• Hard waste
	• Sludge
	• Litter
	• Recyclables

| *Minimisation* | Consider generation, treatment and disposal |

RANGE OF VARIABLES

Relevant authorities	• Environmental protection authorities
	• Planning authorities
	• Health departments
	• River and water supply authorities
	• Waste authorities
	• Regional waste boards
Relevant groups	• Contractors
	• Recycling agents
	• Tip operators
	• Transfer stations
	• Local industries
	• Incineration operations

EVIDENCE GUIDE

Critical aspects of evidence	• Strategy and audit process defined within all legislative/statutory and local requirements
	• Comprehensive community consultation throughout process
	• Realistic service provision targets set
	• Options prioritised
Interdependent assessment of units	• Prerequisite units: nil
	• Co-requisite units:
	– *LGAEHRW601A - Audit current waste management practices and processes and define community needs*
	– *LGAEHRW603A - Implement waste management strategy*
Underpinning knowledge	• Relevant environmental protection and other relevant authority requirements
	• Regional waste plans and industry waste reduction plans
	• Extensive technical knowledge of landfill methods, recycling methods, transfer methods, life expectancies of fill sites
	• Comprehensive knowledge of relevant acts and regulations and guidelines
Underpinning skills	• Consulting stakeholders and community
	• Reviewing policies
	• Defining strategies
	• Collating and analysing documentation
	• Establishing criteria
	• Documenting options
	• Presenting information verbally and in writing
Resource implications	Access to workplace or simulated case study that encompasses the following resources:
	• Information relating to legislative requirements
	• Regional waste plans
	• Council responsibilities
	• Real or simulated consultation processes
	• Provision of technical information/advice on waste reduction methods

EVIDENCE GUIDE

Consistency in performance	Evidence will need to be gathered over time across a range of variables
Context of assessment	On-the-job or in a simulated workplace environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	3	review policies, identify constraints
Communicate ideas and information	3	document and present results
Plan and organise activities	3	plan and organise stakeholder consultation
Use mathematical ideas and techniques	2	analyse waste samples
Solve problems	3	accommodate differing stakeholder needs
Use technology	1	maintain standard data base and use word processor

UNIT LGAEHRW607A   Plan for the controlled disposal and containment of residual waste

Unit Descriptor

This unit covers planning for the controlled disposal and containment of residual waste and disposal facility rehabilitation.

ELEMENTS	PERFORMANCE CRITERIA
1. Undertake feasibility study into potential disposal options	1.1 The parameters of the feasibility study are determined
	1.2 Full consultation with stakeholders is undertaken to establish preferred options
	1.3 Relevant scientific reports on alternative disposal options are assessed objectively
	1.4 A cost benefit analysis is performed on each option identified
2. Prepare performance specifications	2.1 Quantifiable performance criteria are identified within legislative requirements and licence conditions
	2.2 Performance levels are specified to meet disposal needs in accordance with local and legislative requirements
	2.3 Relevant documentation is prepared that incorporates performance levels and protects local interests within local and statutory requirements
3. Rehabilitate disposal facility and develop for future use	3.1 Disposal facility is removed from any uses to maintain public safety in accordance with statutory requirements
	3.2 A feasibility study is prepared that identifies options for disposal site re-use
	3.3 Community consultation is undertaken to identify level of community acceptance for alternative options
	3.4 Disposal site re-use proposal is determined and endorsed by local and other relevant authorities
	3.5 Endorsed site re-use is implemented in accordance with requirements of the relevant legislation

RANGE OF VARIABLES

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Disposal methods
- Landfill
- Transportation
- Compacted landfill

Statutory bodies
- Environmental protection authorities
- Planning authorities
- Health departments
- River and water supply authorities
- Waste authorities
- Regional waste boards

Stakeholders
- Community
- Interest groups
- Land holders
- Industry
- Business
- Other councils
- Statutory bodies

EVIDENCE GUIDE

Critical aspects of evidence	• Full consultation will stakeholders • Objective assessment of scientific reports • Application of relevant legislative/statutory requirements in all aspects of work • Demonstrated knowledge of rehabilitation and development of disposal facility
Interdependent assessment of units	• Prerequisite units: nil • Co-requisite units: nil
Underpinning knowledge	• Comprehensive knowledge of relevant legislation and interests of stakeholders • Extensive technical knowledge of impacts of waste disposal, disposal systems and methods, containment options and treatment methods
Underpinning skills	• Project management • Consultation with stakeholders • Preparation of documentation • Conducting feasibility studies • Identifying performance criteria
Resource implications	Access to workplace or simulated case study that provides the following resources: • Relevant legislation • Access to disposal facilities • Relevant scientific reports • Computer data systems • Consultation process with stakeholders
Consistency in performance	Evidence will need to be gathered over time across a range of variables
Context of assessment	On-the-job or in a simulated workplace environment

KEY COMPETENCY	LEVEL	EXAMPLE
Collect, analyse and organise information	3	assess scientific reports
Communicate ideas and information	2	prepare documentation incorporating performance levels
Plan and organise activities	3	conduct feasibility studies
Work with others and in teams	2	consult with community
Use mathematical ideas and techniques	2	perform cost benefit analysis
Solve problems	2	accommodate different community needs
Use technology	1	use computer software

UNIT PSPPM402A   Implement projects

Unit Descriptor

This unit covers project management for generally low risk projects which may be small scale and managed by one person or a person managing a small team.

When this unit is completed in conjunction with PSPPM401A and PSPPM402A, the three units together are equivalent to the eight private sector Project Management competency standards: BSX154L402A - BSX154L409A inclusive.

ELEMENTS	PERFORMANCE CRITERIA
1. Apply knowledge of project management tools	1.1 A planning and monitoring system is applied and progress is reported to stakeholders
	1.2 Financial management systems are applied to address accountability standards
	1.3 A working knowledge of project management tools is used to achieve project outcomes
2. Implement acquisition activities	2.1 A contract is developed which is auditable in terms of scope of work, performance, deliverables, probity, fairness and value for money
	2.2 Project change proposals are considered and changes recommended and documented in accordance with policy and procedures
	2.3 Project plans and contracts are monitored, reviewed and amended as appropriate, and outcomes reported to stakeholders
	2.4 Project progress is regularly reported in relation to agreed milestones to provide a measure of performance throughout the life of the contract
	2.5 Disagreements and disputes are resolved to the satisfaction of stakeholders or referred to a higher authority
3. Integrate project activities	3.1 All aspects of the project are continually monitored and action taken to integrate them
	3.2 Consultation mechanisms are identified and applied when consulting staff and contractors to discuss progress to ensure effective outcomes
	3.3 Programmed review of objectives and achievement is implemented

ELEMENTS	PERFORMANCE CRITERIA
4. Arrange building/trailing /testing of project	4.1 Project outcomes, performance standards and project objectives are analysed against specifications, under broad guidance, and the results reported to stakeholders
	4.2 An initial support package is produced and offered to those stakeholders who will be required to adopt the project outcomes
	4.3 An understanding of environmental and cultural awareness is applied to identify options for stakeholders to take account of these factors
	4.4 Operational and support authorities are consulted to research the requirement for testing and evaluation and the recommendations included in the project plan

RANGE OF VARIABLES

Project management tools may include:	• Critical path method (CPM) • Bar and Gantt Charts • Work breakdown structures • Program Evaluation and Review Technique (PERT) • Data base project management packages • Spreadsheets • Recording systems - electronic and manual
Policy and procedures may include:	• Government legislation (Federal, State and Local) affecting organisational administration, i.e. Public sector management acts, financial management and accounting legislation and regulations • Government and organisational guidelines and procedures including project management, recruitment, security, risk management, procurement guidelines and strategic plans
Contracts may include:	• Verbal orders • Written orders • Partly verbal and partly written orders • Deeds of agreement • Agreements and understandings of a non-legal nature
Stakeholders may include:	• Industry • Other agencies • General public • Relevant interest groups • Functional areas • Principals • Senior management • Ministers
Project plans may include:	• Financial management • Acquisition strategies • Risk management • Project implementation • HRD/HRM resource management

RANGE OF VARIABLES

	• Intellectual property
	• Quality assurance
	• Milestones
	• Evaluation criteria
Integration of project activities may include:	• Scope
	• Time
	• Cost
	• Quality
	• Human resources
	• Communications
	• Risk
	• Procurement
Contract change proposals may include:	• Engineering
	• Technical
	• Administration
	• Scope
Specifications may include:	• Functional
	• Technical
	• Performance
	• Material
Documented information may include:	• A contract
	• Spreadsheet
	• Progress reports
	• Performance reports against milestones

EVIDENCE GUIDE

Critical aspects of evidence	• Documented information and/or examples of personal work which confirms that the performance criteria have been applied on the job within relevant contexts outlined in the range statements
Interdependent assessment of units	• Pre-requisite units: Nil • Co-requisite units: Nil • Co-assessed units: Nil
Underpinning knowledge	• Contract law • Scope of project • Procurement guidelines • The organisation's culture • Political climate
Underpinning skills	• Negotiation techniques • Simple project management techniques
Resource implications	No special requirements
Consistency of performance	Knowledge and performance to be assessed over time to confirm consistency
Context/s of assessment	This competency may be assessed on or off-the-job

KEY COMPETENCIES

1 Collect, Analyse & Organise Information	2 Communi-cate Ideas & Information	3 Plan & Organise Activities	4 Work with Others & in Teams	5 Use Mathematical Ideas & Techniques	6 Solve Problems	7 Use Technology
1	1	2	2	1	2	1

These levels do not relate to the Australian Qualifications Framework.

1 = use routine approaches

2 = select from routine approaches

3 = establish new approaches

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

UNIT RTD4802A Develop approaches to include cultural and human diversity

Unit Descriptor

This competency standard covers the process of identifying and accessing culturally diverse groups in the community so that they are included in program development and implementation. It requires the ability to identify cultural diversity in a community, develop processes to include culturally diverse groups, and communicate support for involvement of culturally diverse groups.

Developing approaches to include cultural and human diversity requires knowledge of sources of culturally relevant materials and verbal information, understanding of Indigenous peoples and history, principles of equal opportunity and affirmative action, and current relationships between culturally diverse groups in the area.

Note: For Indigenous contexts, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

ELEMENT	PERFORMANCE CRITERIA	
1. Identify potential for cultural diversity	1.1	Information on the population is used to identify the range of cultural diversity
	1.2	Potential involvement of individuals and groups of people are identified in the context of the program
	1.3	Adjustments to program and program promotional materials are identified to meet cultural frameworks of different peoples
2. Develop processes to include culturally diverse groups	2.1	Cultural protocols are identified to ensure contacts with individuals/communities are successful
	2.2	Key persons who may influence relationships are identified
	2.3	Steps to develop and maintain contact with culturally diverse groups are formulated in line with understanding of the cultures, goals of the relationship, and any relevant enterprise guidelines
	2.4	Processes are inclusive of an equitable involvement of various sections of the community and their perspectives

ELEMENT	PERFORMANCE CRITERIA
3. Communicate potential and support for culturally diverse groups	3.1 People and groups of culturally diverse background in the area are approached to promote their potential involvement in groups and programs in line with formulated steps
	3.2 Potential of program and group activities is communicated in a culturally relevant manner
	3.3 Approaches are adjusted in light of any new information on cultural groups and protocols
	3.4 Links between individuals and culturally diverse groups are facilitated to ensure good community relationships and development of the program

RANGE STATEMENT

How would information on population be obtained?	• Personal knowledge
	• Government statistics
	• Information on region and cultures held in libraries and other files
	• People with established knowledge
	• Other cultures
	• Government departments, especially those in contact with immigrant and indigenous groups
Which groups are included in cultural diversity?	• Indigenous peoples
	• Immigrant peoples of overseas birth
	• People born in Australia who conform with overseas cultures, practices and beliefs in part or in full
	• Male and female perspectives in the communities
Which programs may be included?	• Commonwealth Government community programs under the Natural Heritage Trust
	• Rural Industry Programs
	• Business programs and State Government community programs related to the environment
What program promotional materials may be relevant?	• Government or government agency written materials describing program (Commonwealth, State, Territory or Local)
	• Local group written materials, brochures and guidelines, advertising and explanatory booklets
What is included in cultural protocols?	• Beliefs and worldviews
	• Practices
	• Concepts of family and community
	• Family and community leadership
	• Relationships between community members and sexes

RANGE STATEMENT

Which are the relevant enterprise guidelines for this standard?	• All relevant legislation • Agency guidelines • Program guidelines • Community group guidelines
Which sections of the community may be included?	Approach to these groups includes legislative requirements but exceeds these to demonstrate equity principles. • Migrants • Indigenous peoples • Women (including affirmative action), men and disadvantaged people
Which approaches are adjusted in this standard?	• Program promotions • Personal approaches to individuals, groups and communities
Which areas of legislation are included?	• Equal opportunity • Anti-discrimination • Protection of places and items of cultural heritage
What levels of literacy are included?	• Redrafting materials into plain English • Some understanding of works and phrases used in other languages • Catering for the viewpoints of both sexes
What forms of communication may be relevant?	• Use of restricted vocabulary according to listeners • Use of culturally appropriate body language in conjunction with spoken language • Modified sentence structures in spoken language • Use of diagrams, pictures and plain English for Indigenous and other groups • Communication with people who have disabilities.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

EVIDENCE GUIDE

What specific knowledge is needed to achieve the performance criteria?	Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Sources of culturally relevant materials and verbal information
- Understanding of Indigenous peoples and history
- Cultural protocols and perspectives
- Relevant legislation and guidelines
- Principles of equal opportunity and affirmative action
- Current relationships between culturally diverse groups in the area
- Understanding of the role of various sections of the community in historical and relationship terms

What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Apply flexible communication procedures
- Identify and modify procedures and processes
- Adjust written materials to audience
- Be flexible in the application of program guidelines and policy
- Resolve conflict
- Negotiate

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

How can communication of ideas and information (3) be applied?	By discussing cultural and human diversity at meetings, or formally in writing with clients and stakeholders.

EVIDENCE GUIDE

How can information be collected, analysed and organised (2)?	Through consultation with others and research of existing resources.
How are activities planned and organised (2)?	Activities are planned and organised by applying flexible communication procedures.
How can team work (3) be applied?	Through development and management of work teams to achieve outcomes.
How can the use of mathematical ideas and techniques (0) be applied?	Not applicable.
How can problem-solving skills (2) be applied?	Through dealing with conflict situations relating to cultural and human diversity.
How can the use of technology (0) be applied?	Not applicable.
Are there other competency standards that could be assessed with this one?	This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.