Australian Government

# PUACOM008B Develop and organise public safety awareness programs

**Release 3**

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

# PUACOM008B Develop and organise public safety awareness programs

## Modification History

| Release | TP Version | Comments |
|---|---|---|
| 3 | PUA12 V2.1 | Editorial changes. |
| 2 | PUA12 V2 | Layout adjusted. Application added. |
| 1 | PUA00 V8.1 | Primary release. |

## Unit Descriptor

This unit covers the competency to determine public education requirements and develop and implement programs.

## Application of the Unit

This unit applies to workers who have a role in the development programs beyond a local public safety group level.

## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

PUACOM006B Plan and conduct a public awareness program (Fire sector specific)

## Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

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

# Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| 1. **Determine scope of program** | 1.1 *Research and analysis* is undertaken to determine trends and issues and the need for a program consistent with organisational strategic direction. |
| | 1.2 Target audience and characteristics are defined to inform program planning. |
| | 1.3 Aims and objectives are specified for the program and performance measures agreed which allow assessment of improvement/influence in community behaviours and attitudes. |
| 2. **Develop program** | 2.1 The program type, implementation, and support required to meet the needs of the *target groups* and organisational aims, outcomes and objectives are determined. |
| | 2.2 Resource options to implement the program are determined and preferred option identified. |
| | 2.3 Sponsorship/joint venture opportunities are investigated to maximise impact within budget. |
| | 2.4 Cost effective *resources and materials* are accessed that are relevant to the target group and the subject. |
| | 2.5 A pilot program is conducted where appropriate to assess effectiveness in achieving required outcomes and changes made as necessary. |
| 3. **Implement program** | 3.1 *Constraints* and opportunities for implementing the program are identified. |
| | 3.2 Production of resources is managed to ensure that relevant materials are available in sufficient quantities to meet identified needs. |
| | 3.3 The program is managed to meet agreed performance indicators within budget. |
| | 3.4 Ongoing monitoring of program is undertaken during the implementation phase. |
| 4. **Evaluate effectiveness of program** | 4.1 Changes in target group practice are measured against predetermined performance indicators. |
| | 4.2 Timely and relevant adjustments are made to future program to reflect evaluation outcomes. |
| | 4.3 Market response is evaluated to determine effectiveness of the program and amendments are made to reflect market feedback. |

# Required Skills and Knowledge

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

## Required Skills

- budgeting
- program design and management
- research and analysis

## Required Knowledge

- application of performance measures
- education principles
- knowledge of current principles and practices relating to developing public education programs
- marketing principles
- target groups
- use of educational support materials

# Evidence Guide

| | |
|---|---|
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | It is essential for this unit that competence be demonstrated in:<br><br>• Development implementation and evaluation of a public safety awareness program<br><br>**Consistency in performance**<br><br>Evidence should be gathered over a period of time in a range of actual or simulated workplace environments. |
| **Context of and specific resources for assessment** | **Context of assessment**<br><br>On the job or in a simulated work environment in conjunction with presentation of portfolio evidence.<br><br>**Specific resources for assessment**<br><br>No special requirements. |

# Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

| | |
|---|---|
| ***Research and analysis*** may include: | • review of common public enquiries<br>• compliance levels<br>• new trends<br>• seasonal trends<br>• issues |
| ***Target groups*** may be selected based on: | • age<br>• location of residence<br>• gender<br>• type of residence<br>• type of vehicle<br>• drinking habits<br>• driving habits<br>• language<br>• cultural group |
| ***Materials and resources*** may include: | • video<br>• displays<br>• pamphlets<br>• trainers<br>• experts<br>• signage<br>• multilingual information |
| ***Programs*** may include: | • incentives<br>• penalties<br>• education<br>• community participation |
| ***Constraints to implementing program*** may include: | • budget cuts<br>• availability of planned resources<br>• legislative liability and areas of jurisdiction |

# Unit Sector(s)

Not applicable.