



Australian Government

Department of Education, Employment and Workplace Relations

CPPWMT5033A Educate public on waste management issues

Release: 1

CPPWMT5033A Educate public on waste management issues

Modification History

Revised unit

Unit updated and equivalent to PRMWM33B Educate public on waste management issues

Unit Descriptor

This unit of competency specifies the outcomes required to identify the information needs of the general public on waste management issues and to make provision for public education to meet those needs.

Application of the Unit

This unit of competency supports individuals responsible for disseminating waste management information.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

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| 1 | Determine information needs of public regarding waste management issues. | 1.1 | <i>Need for provision of information</i> is determined from review of common public inquiries, public compliance levels and waste management trends and issues. |
| | | 1.2 | <i>Information</i> requirements are further determined, through discussion with <i>clients</i> , general public, local government and relevant interest groups. |
| | | 1.3 | Requirements of <i>legislation and codes</i> and <i>environmental policy</i> are identified and incorporated into information requirements. |
| | | 1.4 | Specific <i>educational objectives</i> are determined. |
| | | 1.5 | Specific <i>target groups</i> to educate on waste management issues are identified. |
| 2 | Determine medium to educate public. | 2.1 | Clear and effective <i>education medium</i> suitable to issue and target group is identified. |
| | | 2.2 | Identified education medium is checked to ensure it is cost-effective and easily accessed by target group. |
| 3 | Present information on waste management issues. | 3.1 | Accurate information is provided in a clear manner that is suitable to learning needs of target group. |
| | | 3.2 | Target group is provided with opportunities to confirm understanding and seek clarification. |
| | | 3.3 | Reliable documentation and <i>sources of additional information</i> are provided for ongoing reference that are suitable to target group and nature of waste management issues. |
| | | 3.4 | Details of organisation waste management services on offer are provided to assist in future service provision as required. |
| | | 3.5 | Information on <i>responsibilities and capacities</i> of community, government and industry services are provided where possible. |

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| 4 | Review and evaluate education. | 4.1 | Information is evaluated to determine success in meeting educational objectives and overall effectiveness of education program outcomes. |
| | | 4.2 | Continuous improvement takes place by incorporating lessons learned into future education programs. |

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to determine appropriate waste management service
- interpersonal skills to:
 - assess and meet client needs
 - provide information in a team or public speaking environment on a range of waste management issues
- management skills to:
 - coordinate and conduct work practices safely and efficiently
 - apply accuracy and attention to detail
 - identify and overcome hazard and risks and comply with occupational health and safety (OHS) standards
 - organise work methodically
 - prioritise activity
 - source, organise and apply information
- operational skills to:
 - use recording equipment
 - use applicable information technology
- oral communication skills to:
 - ask questions
 - listen actively
 - present information
 - facilitate educational sessions
 - perform public speaking
- written communication skills for developing educational information

Required knowledge

- environmental issues relating to:
 - life cycle of products: re-new, re-use and recycle
 - environmental regulations
 - renewable energy
- OHS requirements relating to:
 - dangerous goods and hazardous substances
 - OHS hierarchy of control
 - emergency response procedures

- potential hazards and risks relating to:
 - plant and equipment
 - emergency response procedures
- presentation standards, including:
 - designing sessions in a manner that focuses on key messages
 - establishing rapport with audience
 - informing audience in a clear manner
 - summarising key points
- principles for meeting a range of learning styles, including:
 - setting objectives and outlining the parameters of the learning experience
 - relating learning to workplace activity
 - relating learning to previous experience
 - appealing to visual and audio senses
 - summarising key points
 - incorporating primacy and recency into learning sequences
 - using active learning techniques
- resource recovery options relating to:
 - valuable resources within materials
 - potential resources to be recovered
- range of waste management services, including:
 - client requirements
 - business methods and operations
 - organisational requirements
 - industry standards
 - legal implications
 - sources of waste management information
 - waste management options
 - waste management hierarchy
 - waste minimisation strategies
 - waste types, streams and characteristics

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed by observation of practical demonstration in the workplace or in a simulated environment of conducting educative activity on waste management issues.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to: • determine requirements for provision of information or advice to the public • communicate waste management information clearly • provide the public with information and advice on waste management issues.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • work plans and approved specifications • forms and procedures manuals.
Method of assessment	Information and education must be provided to the public in line with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the provision of information and education. Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Property Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for	Reasonable adjustments for people with disabilities must be made to

assessment	assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example: • CPPCMN4006A Facilitate effective workplace relationships • CPPWMT4030A Determine waste management services • CPPWMT4032A Inform and educate clients on waste management issues • CPPWMT5036A Develop waste management plans • CPPWMT5043A Develop and implement an environmental management strategy.
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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, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Need for provision of information</i> may arise from:	• public's waste management needs and requirements • carbon emission discussion • compliance requirements • discussion on waste characteristics, waste types and their treatment • education or training institutions • environmental considerations • OHS considerations • potential hazards and risks • recycling considerations • waste disposal cost considerations.
<i>Information</i> may include:	• all aspects of waste management, including: • waste management service available • waste minimisation • carbon emissions • cost of waste management services • impact on the environment of waste • recycling • legislation and codes.
<i>Clients</i> may include:	• all forms of business enterprises in this context, including: • government agencies • internal customers • local governments and councils • private and public companies • residents and ratepayers.
<i>Legislation and codes</i> may include:	• codes, including: • Australian Code for the Transport of Dangerous Goods by Road and Rail • industry • commonwealth, state and territory legislation, including: • anti-discrimination • environmental protection • equal employment opportunity • freedom of information

	• industrial • OHS • trade practices • road laws.
Environmental policy addressing environmental issues may include:	• air and water pollution • biodiversity protection and protection of natural resources • carbon emission • ecosystem management • wildlife and endangered species.
Educational objectives may include:	• cognitive: • awareness • analysis • evaluation • knowledge • information recall • insight • understanding • affective: • appreciations • attitudes • relationships.
Educational objectives must include:	• audience • behaviour – what behaviour should be influenced • condition – under what circumstances will learning occur • degree – primary and secondary learning.
Target groups may be identified by:	• age group • culture • ethnicity • industry • occupation • geographic location • religion.
Education medium may be:	• computer-based • formal or informal • interactive • PowerPoint • reading • role play.
Sources of additional information may include:	• organisational publications • government information

	• industry publications.
<i>Responsibilities and capacities</i> may include:	• availability of trained, experienced or licensed persons • costs • maintenance of site.

Unit Sector(s)

Waste management

Custom Content Section

Not applicable.