



Australian Government

HLTAHW053 Address impact of food security on community health

Release: 2

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Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.

Application

This unit describes the skills and knowledge required to conduct health care programs to address impacts of food production, manufacturing and distribution on health in Aboriginal and/or Torres Strait Islander communities

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers working independently and as part of a multidisciplinary team to deliver primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Examine food security issues in Aboriginal and/or Torres

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|-----|--|
| 1.1 | Research food security issues in the local context |
| 1.2 | Describe the characteristics of food security and |

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

Strait Islander community

coping strategies employed in the local context

1.3 Examine the underlying determinants of food availability, food access and food utilisation in the local context

1.4 Investigate the factors that influence stability of food availability, food access and food utilisation in the local context

1.5 Demonstrate an understanding of the link between food security, wellbeing and livelihoods

2. Analyse food availability, food access and food use issues for the community

2.1 Establish enablers and barriers to food security in the local context

2.2 Identify individuals, groups and communities that are vulnerable to food insecurity

2.3 Analyse the local food supply and evaluate it against relevant evidence-based guidelines

2.4 Identify and prioritise the different factors and domains that affect food security in the local context

2.5 Determine how the organisation can contribute to improving food security

2.6 Review and evaluate community policies and programs relevant to food security

3. Formulate strategies to protect food security and address food insecurity in vulnerable groups

3.1 Identify key stakeholders across disciplines to contribute to improving food security in the local context

3.2 Engage the community and key stakeholders in the development, implementation and evaluation of strategies to improve food security

3.3 Determine key roles and responsibilities of all stakeholders to improve food security

3.4 Consider collaborative, multilevel approaches to addressing food security

3.5 Identify how organisation can contribute to improving food security

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3.6 Develop a plan to address food security in the local context for the organisation

3.7 Monitor and evaluate food security activities in the workplace and local context

3.8 Advocate for improved food security in local context, especially for vulnerable groups

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

Assessment Requirements for HLTAHW053 Address impact of food security on community health

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- investigated and analysed the relationship between community health issues and food security in the local context for at least one Aboriginal and/or Torres Strait Islander community by:
 - accessing relevant resources to determine nutritional needs of specific client groups
 - identifying groups at risk of food insecurity
 - monitoring and analysing the food systems and assessing available food sources (including traditional and non-traditional food sources) against the Australian Dietary Guidelines
 - developing appropriate strategies to promote and improve food security at household and community level
 - evaluating interventions based on evidence and good practice
 - researching and accessing data to assess and understand food security issues in the local context

- working with the community utilising a community engagement approach to promote and improve food security at community and household level
- consulting with a range of stakeholders from different disciplines
- advocating for increased resources and attention to food in the local community, in particular vulnerable households or groups
- investigating and analysing the relationship between community health issues and available food supply
- working with a community to propose and develop strategies and action plans to improve community health by addressing food supply practices, policies and associated issues
- communicating effectively with individuals and groups, including:
 - clarifying and discussing issues relating to food supply, systems and security
 - presenting and discussing evidence-based actions and strategies to improve food security and nutrition.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

This includes knowledge of:

- the concept of ‘food security’ and ‘food insecurity’ and its relevance to Aboriginal and Torres Strait Islander people and the context in which people are living
- underlying determinants and consequences of food insecurity
- core food groups and their nutrients
- food needed at different stages in the lifecycle for wellbeing
- different factors (i.e. social, cultural, economic and environmental) that impact on food availability, food access and food use at the global, national, community and household level
- food insecurity-related community health issues
- preventative health and community engagement principles
- continuous quality improvement
- evidence-based practice and sustainable approaches to improving food security in the local context
- Australian Dietary Guidelines and World Health Organisation recommendations impacting on the needs of everyday basic necessities for life and living for Aboriginal and Torres Strait Islander people.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- individually or as a member of a multidisciplinary primary health care team

- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

an Aboriginal and/or Torres Strait Islander Health Worker

or:

accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

Links

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<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>