



Australian Government

Department of Education, Employment and Workplace Relations

HLTAHW512B Address impact of food supply on community health

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit describes the competencies 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

Application of the Unit

Application

This unit is intended to address skills and knowledge required by those working with Aboriginal or Torres Strait Islander communities to deliver primary health care services at Diploma level

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Examine 'food security' issues in Aboriginal and/or Torres Strait Islander community | 1.1 Investigate cost and availability of foods to the community in relation to local food sources |
| | 1.2 Examine components of the <i>food supply system</i> in line with community requirements |
| | 1.3 Examine promotion, marketing and advertising of food to the community |
| | 1.4 Examine factors such as income, food storage and preparation resources in relation to their impact on health through food choice and food preparation |
| | 1.5 Research community food preferences and consumption patterns to clarify knowledge and demand in relation to nutritional issues |
| | 1.6 Examine methods of food production at the household and community levels |

ELEMENT**PERFORMANCE CRITERIA****2. Analyse food supply issues for the community**

2.1 Analyse community food supply and demand in relation to the Australian Dietary Guidelines

2.2 Evaluate availability and access to the core food groups in relation to all sources of food for the community

2.3 Evaluate nutritional value of available food supply against Australian Dietary Guidelines

2.4 Evaluate food and nutrition practices/policies of community food services

2.5 Analyse and evaluate local *food production practices* and *barriers to local food production*

3. Formulate *strategies to improve food supply*

3.1 Identify and discuss strategies to improve food supply to a local store and/or other community organisation

3.2 Outline and discuss strategies to improve nutrition practices/policies in community food services

3.3 Outline and discuss with the community strategies to promote nutritional health through improved food supply

3.4 Research and discuss with the community as appropriate innovative methods of cultivating traditional and/or introduced foods

3.5 Outline and discuss with the community ways for customers to influence food supply to community food services

3.6 Identify strategies to circumvent barriers to food production and discuss with the community

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

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 its relevance to Aboriginal and Torres Strait Islander people
- Core food groups and their nutrients
- Nutritional needs of people at different stages in the lifecycle
- Impact of methods of food processing at the secondary level (chemicals, additives, preservatives, fortification etc)
- Impact of changes in food availability in Australia in the past twenty years on eating patterns
- Impact of food marketing and advertising on food choices and nutritional intake of consumers
- Nutrition-related community health issues
- World Health Organisation guidelines relating to meeting the needs of everyday basic necessities for life and living for Aboriginal and Torres Strait Islander people

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Investigate and analyse the relationship between community health issues and available food supply
- Develop appropriate strategies to promote and improve nutritional health at the community level

In addition, the candidate must be able 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

REQUIRED SKILLS AND KNOWLEDGE

This includes the ability to apply skills in:

- Access the Australian Dietary Guidelines to determine nutritional needs of specific client groups
- Monitor and analyse food supply and evaluate nutritional value of available food sources.
- Analyse and evaluate food supply issues in a specific community.
- Work with individuals, families and communities to identify and analyse nutritional supply and demand patterns and issues.
- Work with a community to propose and develop strategies and action plans to improve community health by addressing food supply practices, policies and associated issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

EVIDENCE GUIDE

Conditions of assessment:

This unit includes skills and knowledge specific to Aboriginal and/or Torres Strait Islander culture

Assessment must therefore be undertaken by a workplace assessor who has expertise in the unit of competency or who has the current qualification being assessed and who is:

- Aboriginal or Torres Strait Islander him/herself

or:

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

Context of assessment:

Competence should be demonstrated working individually, under supervision or as part of a primary health care team working with Aboriginal and/or Torres Strait Islander clients

Assessment should replicate workplace conditions as far as possible

Related units:

This unit may be assessed independently or in conjunction with other units with associated workplace application

Range Statement

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. Add any 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.

Cultural respect

This competency standard supports the recognition, protection and continued advancement of the inherent rights, cultures and traditions of Aboriginal and Torres Strait Islander peoples

It recognises that the improvement of the health status of Aboriginal and Torres Strait Islander people must include attention to physical, spiritual, cultural, emotional and social wellbeing, community capacity and governance

Its application 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

RANGE STATEMENT

Supervision

Supervision must be conducted in accordance with prevailing state/territory and organisation legislative and regulatory requirements

References to supervision may include either direct or indirect supervision of work by more experienced workers, supervisors, managers or other health professionals

A person at this level should **only** be required to make decisions about clients within the organisation's standard treatment protocols and associated guidelines

Legislative requirements

Federal, state or territory legislation may impact on workers' practices and responsibilities. Implementation of the competency standards should reflect the legislative framework in which a health worker operates. It is recognised that this may sometimes reduce the application of the Range of Variables in practice. However, assessment in the workplace or through simulation should address all essential skills and knowledge across the Range of Variables

Aboriginal and/or Torres Strait Islander Health Workers may be required to operate in situations that do not constitute "usual practice" due to lack of resources, remote locations and community needs. As a result, they may need to possess more competencies than described by "usual practice circumstances"

Under all circumstances, the employer must enable the worker to function within the prevailing legislative framework

Methods of food production may include:

- Container gardening (at the householder level)
- Market gardening (at the community level)
- 'Conventional' and organic methods of agriculture
- Hydroponics
- Irrigation
- Crop rotation
- Planting schedules.

RANGE STATEMENT

Strategies to improve food supply may include:

- Green label program

Barriers to local food production may include, for example:

- Quarantine
- Water supply

Components of the food supply system may include:

- Methods of agriculture ('conventional' and organic methods)
- Food supply route for a community
- Changes in food availability
- Methods of food processing at the secondary level

Innovative methods of cultivation may include:

- Bush food nurseries - for traditional foods
- Hydroponics and permaculture - for introduced foods.

Community food services may include:

- Local stores
- Takeaway services
- School tuckshops
- Aged Care Services
- Health services
- Other community-based organisations

Unit Sector(s)

Not Applicable