



Australian Government

Department of Education, Employment and Workplace Relations

HLTPOP523C Develop a disaster plan

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the competencies required to develop in consultation with other agencies and key people, a plan which sets out the roles and responsibilities of workers and others in the community, for responding to a disaster

Application of the Unit

Application

This unit applies to work in a public health context

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. Liaise with relevant *government agencies*

- 1.1 Identify and document government policies which affect the organisation
- 1.2 Consult with government agencies in relation to different roles in the local *disaster plan*

2. Identify and liaise with appropriate *community organisations*

- 2.1 Identify community organisations and develop an information database
- 2.2 Establish contact through a variety of communication strategies
- 2.3 Identify restrictions to effective liaison and develop processes to promote communication with other agencies

3. Incorporate local requirements for disaster planning and relief into a plan

- 3.1 Collect information on local requirements and resources from the *key people* and organisations
- 3.2 Clarify roles and responsibilities of other organisations are clarified
- 3.3 Write plan
- 3.4 Establish and implement a promotions strategy

ELEMENT**PERFORMANCE CRITERIA**

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|---|---|
| 4. Coordinate volunteer support | 4.1 Seek volunteers for disaster plan designated roles, via identified organisations and public processes |
| | 4.2 Clarify roles and responsibilities are clarified |
| | 4.3 Identify team leaders by discussion with organisations |
| | 4.4 Hold meetings to discuss disaster plan and personnel requirements |
| 5. Ensure training for volunteers and staff | 5.1 Establish training requirements for volunteers and staff |
| | 5.2 Develop training programs |
| | 5.3 Undertake promotion of training |
| | 5.4 Develop and promote training schedule |
| | 5.5 Provide training |
| | 5.6 Evaluate and modify training as required |
| 6. Evaluate and modify disaster plan | 6.1 Consult key people about effectiveness of the disaster plan |
| | 6.2 Adapt the disaster plan to meet community needs |
| | 6.3 Distribute the amended disaster plan to key people |
| | 6.4 Provide additional training as required |

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

REQUIRED SKILLS AND KNOWLEDGE

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:

- Community networks
- Community views on disaster management
- Existing disaster plans (developed by other organisations who service the Community)
- Legislation relating to disaster management
- Local disaster planning processes and networks
- Local resources, suppliers and trades people
- Project development
- Relevant equipment and technology
- Relevant Federal, State and Local government policies, guidelines and
- Relevant policies, protocols and procedures of the organisation

Essential skills:

It is critical that the candidate demonstrate the ability 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 the ability to:

- Apply communication and liaison skills
- Apply negotiation skills
- Apply skills in human resource management
- Apply small group facilitation skills
- Deliver training
- Undertake networking
- Undertake planning

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.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for 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

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.

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

RANGE STATEMENT

Key people will include:

- Those within and external to organisation
- Community leaders and representatives
- Agencies/service representatives
- Trade and professional services

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
- 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

Unit Sector(s)

Not Applicable