SKILLSIQ

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Indigenous Environmental Health Validation Guide

December 2019

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Introduction

SkillsIQ is a not-for-profit Skills Service Organisation (SSO) supporting industry in developing standards to equip the people-facing workforce with the right skills for jobs now and into the future. SkillsIQ is funded by the Department of Employment, Skills, Small and Family Business to support the Industry Reference Committees (IRCs) responsible for the development and maintenance of Training Packages in the following sectors:

- Community Services
- Health
- Local Government
- Public Sector
- Floristry
- Hairdressing and Beauty Services
- Funeral Services
- Retail Services
- Sport, Fitness and Recreation
- Tourism, Travel and Hospitality.

Project Background

The update of the nationally recognised Indigenous Environmental Health Training Package Products, currently packaged within the HLT Health Training Package, has been commissioned by the Australian Industry and Skills Committee (AISC) under the direction of the Community Sector and Development IRC.

This update has been undertaken to ensure that the qualification aligns to job roles in regional and remote Indigenous communities. The update is also intended to reduce barriers for people in these communities in regard to skills development, and to allow for the upskilling of current and future workers.

The following key areas have been considered during the Training Package update process:

- Environmental health requirements of Aboriginal and Torres Strait Islander communities
- Broader health needs within remote communities across a range of real and practical issues in respect to practices associated with rubbish, sewerage, pest control, dog control and germ theory
- The early detection of issues that can lead to significant health and hygiene risks
- The appropriate referral processes for such issues
- Processes to reduce incidences of community sickness.

In support of these objectives, one qualification, one skill set and nine Units of Competency were updated and released for public consultation in August–September 2019.

This paper summarises the feedback received during Draft 1 public consultation and highlights key changes to the qualification, skill set and Units which are reflected in Draft 2.

Draft 1

National consultation on Draft 1 was open from 13th August 2019 to 9th September 2019. It was promoted across SkillsIQ's networks and stakeholders and the Community Sector and Development IRC members' networks.

Draft 1 of the qualification, skill set and nine Units of Competency were published and made available via SkillsIQ's Feedback Forum webpage. A consultation guide was also included on the Feedback Forum for individuals to download and review. Overall, the Feedback Forum received 170 unique views during the consultation period.

In addition to collecting feedback via the Feedback Forum, consultation activities involved two webinars held during September 2019.

On completion, IRC members met to analyse and discuss feedback received on Draft 1 and determined actions for the development of Draft 2.

Draft 2 Validation and Timelines

Feedback reviewed during the Draft 1 consultation period has informed the development of Draft 2. Validation of Draft 2 allows stakeholders to review changes made to Draft 1 components and confirm that the resultant Training Package Products meet their needs. It provides an opportunity for final input prior to submission for endorsement.

National validation of Draft 2 will be open from **Tuesday, 10th December to Tuesday, 24th December 2019**. During this period input will be sought on the following:

- One Qualification
- One Skill Set
- Nine Units of Competency.

Following the close of validation, feedback will be collated and evaluated by the IRC. This feedback will inform the development of the final draft for submission.

Webinars

SkillsIQ will host a series of webinars to seek stakeholder input. To register your interest in attending a webinar, please click on one of the links below.

Webinar 1: **Monday, 16th December**

Indigenous Environmental Health Draft 2 Validation- Webinar 1

Webinar 2: **Thursday, 19th December**

Indigenous Environmental Health Draft 2 Validation- Webinar 2

Online Feedback Forum

Feedback can be provided online via the SkillsIQ online Feedback Forum. The Feedback Forum is a tool designed to capture stakeholder feedback on draft Training Package Products. It also provides an opportunity for stakeholders to view feedback left by others.

To access the Feedback Forum, please click here.

For information on how to use the Feedback Forum, please click here.

About this Validation Guide

This guide, which should be read in conjunction with the Draft 2 Training Package Products, provides:

- a summary of the proposed changes from Draft 1 to Draft 2
- the draft qualification
- the draft skill set
- a list of Draft 2 Units of Competency and associated prerequisites
- mapping of Draft 2 Units to existing HLT versions
- an explanation of the contents of the Units of Competency and Assessment Requirements found in **Appendix A**.

This guide does not include Draft 2 Training Package components. These can be accessed via the Feedback Forum link above.

Contact Details

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Summary of changes - Draft 1 to Draft 2

General Issues

A number of general issues were raised in stakeholders' comments, and a diverse range of viewpoints was expressed.

Qualification

No change to packaging rules from Draft 1.

Skill Set

Target audience and application statement updated.

Units of Competency

Titles

No change in titles.

Application Statements

Some application statements have been changed to better clarify the intent of the Unit.

Elements and Performance Criteria

Elements and Performance Criteria have been refined to incorporate better technical language.

Some Units have either additional or fewer Performance Criteria. More detail can be found in the mapping section below.

Performance Evidence

Clarity of the requirements has been provided as follows:

- Scenarios have been reworded to provide clarity
- Additional Performance Evidence tasks have been added to ensure Assessment provides more reliable outcomes.

Knowledge Evidence

Unnecessary detail has been removed. Further feedback is being sought on extensive content.

Knowledge has been refined to incorporate better technical language.

Assessment Conditions

The wording has been reviewed to ensure consistency and understanding.

Additional Changes to Specific Units

All Unit codes have been updated.

Questions for Consideration

The following series of questions have been developed to guide feedback for Draft 2 of the Indigenous Environmental Health Training Package Products.

HLTPOP032 Determine and implement disease prevention and control measures

- Should this Unit be a pre-requisite for all the HLTPOP Units contained in this qualification?
- Could the extensive knowledge requirements be reduced in scope?

HLTPOP029 Work in a population health context

- Could the extensive knowledge requirements be reduced in scope?

Suite of Units of Competency

- Are the packaging rules for the core and elective composition of Units attainable at a Certificate II level?
- Are all draft Units required? Should any be deleted?
- Are there any essential prerequisites that should be nominated?
- Are there any additional Units of Competency required?

Titles and Application Statements - Units of Competency

- Does the Title reflect the skill being described? Could any be changed to better indicate what the Unit covers?
- Does the Application Statement provide a clear and accurate description of the skill being described?

Elements and Performance Criteria

- Do the Elements and Performance Criteria accurately describe what people do in Indigenous Environmental Health job roles? If not, what could be added?
- Do the Performance Criteria adequately describe the level of proficiency?

Performance Evidence

- Would the types of evidence prove that a person is competent in all the Unit outcomes, including Performance Criteria, Foundation Skills and Knowledge?
- Is the suggested volume (sufficiency) of evidence appropriate? Too little, too much?
- Are the statements clear? Would assessors understand exactly what they must do?

Knowledge Evidence

- What is the essential knowledge required of an individual in order to perform the tasks described in the Performance Criteria? Is the Knowledge Evidence requirement specific enough?
- Is there anything which should be added or deleted?
- What is the breadth and depth of knowledge required? Is this described well enough to assist assessors in understanding the scope?

Assessment Conditions

- Are the nominated environments appropriate?
- Are the statements clear? Would assessors understand what they must provide for assessment?

Draft 2 Qualification, Skill Set and Units of Competency

Qualification

Previous Qualification Code and Title	New Qualification Code and Title	Comment in Relation to Qualification E = equivalent N = not equivalent
HLT26115 Certificate II in Indigenous Environmental Health	*HLT26120 Certificate II in Indigenous Environmental Health*	N Updates to packaging rules.

Skill Set

HLTSS00064 – Indigenous Environmental Health Support Work Skill Set		
Unit Code	**Unit Name**	**Prerequisites**
HLTPOP025	Provide basic repairs and maintenance to health hardware and fixtures	
HLTPOP026	Monitor and maintain sewerage systems	
HLTPOP027	Monitor and maintain water supply	

Units

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit E = equivalent N = not equivalent
HLTPOP001 Provide basic repairs and maintenance to health hardware and fixtures	*HLTPOP025 Provide basic repairs and maintenance to health hardware and fixtures*	N Unit code updated Changes to Performance Evidence
HLTPOP002 Monitor and maintain sewerage systems	*HLTPOP026 Monitor and maintain sewerage systems*	N Unit code updated Changes to Knowledge Evidence
HLTPOP003 Monitor and maintain water supply	*HLTPOP027 Monitor and maintain water supply*	N Unit code updated Changes to Knowledge evidence

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit E = equivalent N = not equivalent
HLTPOP004 Monitor and maintain rubbish collection and disposal systems	*HLTPOP028 Monitor and maintain rubbish collection and disposal systems*	N Unit code updated Changes to Knowledge evidence
HLTPOP005 Work in a population health context	*HLTPOP029 Work in a population health context*	N Unit code updated Changes to Performance Evidence and Knowledge Evidence
HLTPOP008 Develop and implement disease prevention and control measures	*HLTPOP032 Determine and implement disease prevention and control measures*	N Unit code updated Changes to Application statement, Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions
HLTPOP009 Provide information and support on environmental health issues	*HLTPOP033 Provide information and support on environmental health issues*	N Unit code updated Changes to Knowledge Evidence
HLTPOP010 Monitor and maintain dog health in the community	*HLTPOP034 Monitor and maintain dog health in the community*	E Unit code updated Minor change to Performance Criterion 2.4
HLTPOP017 Identify pest control strategies	*HLTPOP041 Identify pest control strategies*	E Unit code updated No Changes

Mapping of Draft 2 Units to Existing HLT Versions

Determination of Equivalence

A unit is mapped as equivalent (E) when it provides the same skill and knowledge outcomes, as follows:

- Elements and Performance Criteria are the same, but are re-ordered and or expressed differently for clarity
- Knowledge Requirements are the same but are expressed differently for clarity.

A Unit is mapped as not equivalent (N) when it provides different skill and knowledge outcomes, as follows:

- Elements and/or Performance Criteria have been added or removed
- Knowledge Requirements have been added or removed.

Because of significant changes to five Units, each of those five Units is mapped as not equivalent. This is a consequence of changes made in response to considerable concerns about the content of existing Units.

HLT Unit Code	***HLT Unit Title***	***HLT Draft 2 Unit Code***	***HLT Draft 2 Unit Title***	***Draft 2 Comments***	E/N
HLTPOP001	*Provide basic repairs and maintenance to health hardware and fixtures*	*HLTPOP025*	*Provide basic repairs and maintenance to health hardware and fixtures*	**Performance Evidence** • Repair and maintenance of fencing included to health hardware and fixtures.	N
HLTPOP002	*Monitor and maintain sewerage systems*	*HLTPOP026*	*Monitor and maintain sewerage systems*	**Knowledge Evidence** • Reporting requirement included.	N
HLTPOP003	*Monitor and maintain water supply*	*HLTPOP027*	*Monitor and maintain water supply*	**Knowledge Evidence** • Reporting requirement included.	N
HLTPOP004	*Monitor and maintain rubbish collection and disposal systems*	*HLTPOP028*	*Monitor and maintain rubbish collection and disposal systems*	**Knowledge Evidence** • Reporting requirement included.	N

HLT Unit Code	***HLT Unit Title***	***HLT Draft 2 Unit Code***	***HLT Draft 2 Unit Title***	***Draft 2 Comments***	E/N
HLTPOP005	*Work in a population health context*	*HLTPOP029*	*Work in a population health context*	**Performance Evidence** • Updated to clarify the relationship between work and context. • Updated to specify the number of projects required as evidence. **Knowledge Evidence** • Updated to clarify identification of basic WHS principles and policies.	N
HLTPOP008	*Develop and implement disease prevention and control measures*	*HLTPOP032*	*Determine and implement disease prevention and control measures*	**Unit title** • Updated to include the Determine instead of Develop. **Application** • Updated to include transmission control measures according to a defined strategy. **Performance Criteria** • Updated to include appropriate environmental health strategies. **Performance Evidence**	N

HLT Unit Code	***HLT Unit Title***	***HLT Draft 2 Unit Code***	***HLT Draft 2 Unit Title***	***Draft 2 Comments***	E/N
				• Updated to include transmission control measures. **Knowledge Evidence** • Updated to include signs and symptoms of diseases. • Updated to include red and watery eyes to clarify requirements for sore eyes. **Assessment Conditions** • Updated to include organisational and local environmental health strategies.	
HLTPOP009	*Provide information and support on environmental health issues*	*HLTPOP033*	*Provide information and support on environmental health issues*	**Knowledge Evidence** • Updated to include spraying chemicals and the effects of overuse. • Factors that impact on household health clearly noted.	N
HLTPOP010	*Monitor and maintain dog health in the community*	*HLTPOP034*	*Monitor and maintain dog health in the community*	Performance Criterion 2.4 • Rearticulated.	E

HLT Unit Code	*HLT Unit Title*	*HLT Draft 2 Unit Code*	*HLT Draft 2 Unit Title*	*Draft 2 Comments*	E/N
HLTPOP017	*Identify pest control strategies*	*HLTPOP041*	*Identify pest control strategies*	No changes.	E

Mapping of Draft 2 Skill Set to Existing HLT Versions

The following skill set is included in Draft 2:

- Indigenous Environmental Health Worker Skill Set

Skill Set Mapping

Draft 2 skill set code	**Draft 2 skill set title**	**Draft 2 comments**	E/N
HLTSS00064	Indigenous Environmental Health Support Work	This skill set is for plumbers with a restricted plumbing licence seeking to broaden their skills to work with Indigenous communities.	New skill set

Appendix A: Training Package Unit of Competency Terminology Guide

Units of Competency specify the skills and knowledge a learner needs in order to complete a work task. Each Unit of Competency has associated Assessment Requirements, which detail what a learner must demonstrate and know in order to be deemed competent, along with any special conditions which apply to the assessment of competency.

UNIT CODE	Unique code which identifies the Unit of Competency
UNIT TITLE	The Unit Title is a brief statement of the outcome of the Unit of Competency, i.e. what the task is that learners will be able to complete once they are deemed competent
APPLICATION	The application summarises: • the content of the Unit of Competency and the skill area it addresses • any relationship with other Units of Competency • any licensing requirements or relevant legislation and elaborates the Unit of Competency's scope, purpose and operation in different contexts - for example, by showing how it applies in the workplace.
PREREQUISITE UNIT	Prerequisites are other Units of Competency or in some cases licences, etc. that a learner must complete before undertaking this Unit of Competency. This may be in order to provide underpinning skills or knowledge that is essential for a learner to undertake this Unit.
ELEMENTS	The Elements are the basic themes of the Unit of Competency. They describe the significant functions that form part of the work task that the Unit of Competency covers.
PERFORMANCE CRITERIA	The Performance Criteria specify the required steps that enable the learner to undertake the work task.
Assessment Requirements	
PERFORMANCE EVIDENCE	Identifies what a learner must demonstrate in order to be deemed competent at the work task.
KNOWLEDGE EVIDENCE	Identifies what a learner needs to know to perform the work task effectively.

ASSESSMENT CONDITIONS	Assessment Conditions provide the context for the Unit of Competency, describing essential operating conditions that must be present for assessment, depending on the work situation, needs of the candidate, accessibility of the items required, and local industry and regional contexts. They may specify any of the following: • The conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment or tools • Whether or not the Unit must be assessed in the workplace or may also be assessed via simulation • Resource implications, for example access to particular equipment, infrastructure or situations • Any required characteristics of the assessor, e.g. whether the assessor must hold a higher qualification in that field, etc.