SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS

Draft 1 - Certificate II in Indigenous Environmental Health

Consultation Guide

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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.

IRCs drive the process of Training Package development and are made up of people with experience, skills and knowledge of their particular industry sector. IRCs are responsible for the provision of strategic input and advice that represent the needs of their workforce, and for ensuring Training Package Products reflect those needs.

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.

The IRC's recommendations formed the basis of an approved Case for Change that confirmed the key drivers contributing to the update of the packaging rules of the qualification and the update of nine Units of Competency to meet the current and future environmental health needs of Indigenous communities.

This update will ensure that the Qualification aligns to job roles in regional and remote Indigenous communities. Further, it will reduce barriers for people in these communities in regard to skills development and 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.

Indigenous Environmental Health Workers are employed to improve environmental health conditions in Indigenous communities. They assist communities to take responsibility for inspecting and maintaining their own water supplies, sewerage, drainage, rubbish disposal and pest control. They also educate Indigenous communities in personal and domestic hygiene and pet management.

Recommended Updates to the Qualification

- Industry Skills Forecasts and stakeholder consultation have identified that the current structure and packaging of the Qualification, *Certificate II in Indigenous Environmental Health*, did not meet industry needs.
- The current cultural Unit of Competency, *CHCDIV002 Promote Indigenous and Torres Strait Islander cultural safety,* was recognised as being inappropriate for delivery to Aboriginal and Torres Strait Islander people.

Updates to the Units in the Qualification**:**

- The *CHCDIV002 Promote Indigenous and Torres Strait Islander cultural safety* Unit has been moved to the elective section from the core section.
- *HLTPOP003 Monitor and maintain water supply* has been updated to focus on household issues relating to water supply rather than community issues.
  - Other Qualifications that include HLTPOP003 Monitor and maintain water supply are:
    - *HLT26015 Certificate II in Population Health*
- *HLTPOP008 Develop and implement disease prevention and control measures* has been updated to match the requirements of a Certificate II level job role.
  - Other Qualifications that include *HLTPOP008 Develop and implement disease prevention and control measures* are:
    - *HLT36115 Certificate III in Indigenous Environmental Health*
    - *HLT36015 Certificate III in Population Health*
    - *HLT26015 Certificate II in Population Health*
- *HLTPOP009 Provide information and support on environmental health issues* has been moved to the elective section from the core section.
- Stakeholders have agreed to the following definitive packaging rules in terms of including Units relevant to the Indigenous Environmental Health Worker:
  - Three core Units of Competency, as follows:
    - *HLTPOP005 Work in a population health context*
    - *HLTPOP008 Develop and implement disease prevention and control measures*
    - *HLTWHS001 Participate in workplace health and safety*
  - Six elective Units of Competency, as follows:
    - *HLTPOP001 Provide basic repairs and maintenance to health hardware and fixtures*
    - *HLTPOP002 Monitor and maintain sewerage systems*
    - *HLTPOP004 Monitor and maintain rubbish collection and disposal systems*
    - *HLTPOP010 Monitor and maintain dog health in the community*
    - *HLTPOP017 Identify pest control strategies*

- New Skill Set

Plumbers have been identified as the primary target group for whom this Skill Set is designed:

- *HLTPOP001 Provide basic repairs and maintenance to health hardware and fixtures*
- *HLTPOP002 Monitor and maintain sewerage systems*
- *HLTPOP003 Monitor and maintain water supply.*

Consultation Activities and Timelines

National consultation for Draft 1 will be open from **13 August** to **9 September 2019**. During this period input will be sought on the following Training Package Products relating to the Certificate II in Indigenous Environmental Health:

- 1 Qualification
- 1 Skill Set
- 9 Units of Competency and associated Assessment Requirements.

SkillsIQ will be undertaking a number of key activities to engage community stakeholders and VET professionals. Further details are posted on the SkillsIQ website here:

https://www.skillsiq.com.au/CurrentProjectsandCaseStudies/IndigenousEnvironmentalHealthTPD

Feedback can also be provided **online** via the SkillsIQ Feedback Forum, accessed at

https://www.skillsiq.com.au/FeedbackForum/TrainingPackages1/HLTHealth/CertificateIIinIndigenousEnvironmentalHealthDraft1

When accessing the Feedback Forum, please first refer to the "How To" guide located on the page. It will provide directions for leaving and submitting comments.

Following the close of the consultation period, feedback received will be collated and evaluated. This feedback will inform the development of the Validation Draft.

To remain up-to-date with project developments, please subscribe to SkillsIQ at: http://www.skillsiq.com.au/Subscribetoournewsletter.aspx

About this Consultation Guide

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

- A list of Draft 1 Training Package Products (1 Qualification, 1 Skill Set, 9 Units of Competency and associated Assessment Requirements)
- Mapping of Qualifications and Units
- Key consultation questions on which SkillsIQ seeks feedback to provide information to the IRC.

Contact details

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List of Indigenous Environmental Health Qualifications

Qualification Code	Qualification Title
HLT26119	Certificate II in Indigenous Environmental Health

List of Indigenous Environmental Health Qualifications Skill Sets

Skill Set Title
Indigenous Environmental Health Support Work

List of Indigenous Environmental Health (Population) Units and Prerequisites

Unit Code	Unit Title	Prerequisite(s)
HLTPOP001	Provide basic repairs and maintenance to health hardware and fixtures	Nil
HLTPOP002	Monitor and maintain sewerage systems	Nil
HLTPOP004	Monitor and maintain rubbish collection and disposal systems	Nil
HLTPOP005	Work in a population health context	Nil
HLTPOP009	Provide information and support on environmental health issues	Nil
HLTPOP010	Monitor and maintain dog health in the community	Nil
HLTPOP017	Identify pest control strategies	Nil
HLTPOP025	Monitor and maintain water supply	Nil
HLTPOP026	Develop and implement disease prevention and control measures	Nil

Qualification Mapping

A Qualification is mapped as equivalent (E) to another one when it provides the same skill and knowledge outcomes, including when:

- Core Units remain the same or are replaced by similar Units which provide the same skill and knowledge outcomes
- Numbers of electives remain the same or are raised or reduced slightly.

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

- Units have been added to the core, which provide additional skill and knowledge outcomes

- Units have been removed from the core, which reduce skill and knowledge outcomes
- A significant number of additional elective Units are required
- Entry requirements are altered, creating significant differences to the structure of the 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	HLT26119 Certificate II in Indigenous Environmental Health	N Updates to packaging rules.

Unit of Competency Mapping

A Unit of Competency is mapped as equivalent (E) when:

- It provides the same skill and knowledge outcomes
- Elements and associated Performance Criteria have remained the same, but are better expressed
- Knowledge Requirements have remained the same but are better expressed.

A Unit of Competency is mapped as not equivalent (N) when:

- It provides different skill and knowledge outcomes
- Elements and or Performance Criteria have been added or removed
- Knowledge Requirements have been added or removed.

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	HLTPOP001 Provide basic repairs and maintenance to health hardware and fixtures	E No Changes
HLTPOP002 Monitor and maintain sewerage systems	HLTPOP002 Monitor and maintain sewerage systems	E No Changes
HLTPOP003 Monitor and maintain water supply	HLTPOP025 Monitor and maintain water supply	N Changes to Elements and Performance criteria in line with responsibility of job role
HLTPOP004 Monitor and maintain rubbish collection and disposal systems	HLTPOP004 Monitor and maintain rubbish collection and disposal systems	E No Changes

Previous Unit Code and Title	New Unit Code and Title	Comment in relation to Unit E = equivalent N = not equivalent
HLTPOP005 Work in a population health context	HLTPOP005 Work in a population health context	E No Changes
HLTPOP008 Develop and implement disease prevention and control measures	HLTPOP026 Develop and implement disease prevention and control measures	N Changes to Performance criteria, Performance evidence and Knowledge evidence in line with responsibility of job role
HLTPOP009 Provide information and support on environmental health issues	HLTPOP009 Provide information and support on environmental health issues	E No Changes
HLTPOP010 Monitor and maintain dog health in the community	HLTPOP010 Monitor and maintain dog health in the community	E No Changes
HLTPOP017 Identify pest control strategies	HLTPOP017 Identify pest control strategies	E No Changes

Questions for Consideration

The following series of questions have been developed to guide feedback for Draft 1 of the Indigenous Environmental Health Training Package Products.

HLTPOP025 Monitor and maintain water supply

- In relation to water supply, have the changes to this Unit adequately reflected a focus on household issues, rather than community issues?
- Is the Unit focussing on community water supply issues required at Certificate II level for this job role?

HLTPOP026 Develop and implement disease prevention and control measures

- Does this Unit match the requirements of a job role at Certificate II level?

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 understand the scope?

Assessment Conditions

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

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 is the task 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 • 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.