![SKILLSIQ — CAPABLE PEOPLE MAKE CLEVER BUSINESS]

HLT Health Training Package V5.0

Case for Endorsement – Indigenous Environmental Health Training Package Products

September 2020

Contents

A. Administrative details of the Case for Endorsement

Name of allocated IRC

Community Sector and Development Industry Reference Committee (IRC)

Name of the SSO

SkillsIQ Limited

Case for Change reference

Case for Change reference

- SkillsIQ/CfC/2017-18/001

Activity Order reference

- SkillsIQ/TPD/2018-19/002

Note: The Activity Order associated with this Case for Endorsement required:
Category C – Update a Training Package, qualification, skill set or Unit of Competency
Category D – Preparation of training products or materials to support the implementation of Training Packages.

Title and code for each of the Training Package components that are submitted for approval.

This Case for Endorsement seeks the approval of new and revised Training Package products for inclusion in the HLT Health Training Package, inclusive of:

- One qualification *HLT26120 Certificate II in Indigenous Environmental Health*
- One Skill Set *HLTSS00068 Indigenous Environmental Health Support Work*
- Nine Units of Competency
    - *HLTPOP025 Provide basic repairs and maintenance to health hardware and fixtures*
    - *HLTPOP026 Monitor and maintain sewage or effluent systems*
    - *HLTPOP027 Monitor and maintain water supply*
    - *HLTPOP028 Monitor and maintain rubbish collection and disposal systems*
    - *HLTPOP029 Work in a population health context*
    - *HLTPOP030 Determine and implement disease prevention and control measures*
    - *HLTPOP031 Provide information and support on environmental health issues*
    - *HLTPOP032 Monitor and maintain dog health in the community*
    - *HLTPOP033 Identify pest control strategies*

A full list of proposed Training Package products can be found in **Appendix A: List of Training Package products proposed for endorsement.**

B. Description of work and request for approval

Description of work undertaken and why

Environmental Health Practitioners (EHPs) make up a workforce that targets environmental issues which affect health, particularly in Indigenous communities where mainstream services may not exist. They undertake a wide range of activities, ranging from the level of individual households to the community and regional levels and make a genuine and highly valued contribution to improving Indigenous health.[1]

Health authorities recognise that many diseases experienced by Indigenous people are directly linked to poor environmental health conditions in their communities. If the overall health levels of Aboriginal and Torres Strait Islander people are to improve, the environmental health and general living conditions that currently exist in many Indigenous communities must be maintained to a satisfactory standard. It is only by keeping people, homes and communities clean, hygienic and safe that the health of community members will be significantly improved.

Environmental health work receives a greatly improved response from the community if residents understand why the work is being done and how it is likely to improve their health. It is also important to teach people how to practise good environmental health, in order to ensure that they can participate and support better health outcomes for their communities.

In 2016, the Department of Training and Workforce Development WA identified issues raised around the Certificate II in Indigenous Environmental Health Qualification by the WA Department of Health and Empower Education, the only registered training organisation (RTO) delivering the Qualification at that time.

The Certificate II in Indigenous Environmental Health aims to equip workers with the skills to identify and refer issues before they escalate, and to take initial measures to address some specific threats to health. The Qualification and subsequent job roles within communities can also then lead to an interest in broader trade Qualifications. The existing Certificate II Qualification does not reflect this role.

One of the core issues relates to the lack of flexibility in the packaging rules, which has had a negative impact on the ability of RTOs to deliver the Qualification in a way that has met industry needs.

Industry has identified that two of the core Units of Competency, namely *CHCDIV002 Promote Indigenous and Torres Strait Islander cultural safety* and *HLTPOP008 Develop and implement disease prevention and control measures*, were irrelevant to the job role levels required from this Qualification. These Units of Competency are targeted towards non-Indigenous Australians, permanent residents or individuals from other nationalities who lack and require knowledge of Indigenous culture.

However, job roles pertaining to this Qualification specifically require people from Indigenous communities to be able to relate to the cultural needs of the community and to build relationships within the community. The Unit *HLTPOP008 Develop and implement disease prevention and control measures* is not suitable for the level of responsibility of a Certificate II in Indigenous Environmental Health job role. However, it is currently contained in the core of the Certificate II. Many individuals who complete the Certificate II have not had access to formal education and are therefore unable to meet the required levels of core skills to successfully complete this Unit. At the Certificate II level, the job roles are targeted at providing support and building relationships within the community. The Qualification needs to

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[1] Environmental Health Practitioner Manual: a resource manual for Environmental Health Practitioners working with Aboriginal and Torres Strait Islander Communities ISBN: 987-1-74241-131-6 Online ISBN: 978-1-74241-132-3

be flexible enough to therefore allow for delivery at the community level, be accessible to those who fulfil the role within remote Indigenous communities, and accommodate the cultural aspects associated with these communities.

Another key issue, particularly given the job outcomes relating to this Qualification and the stakeholder cohorts which would be impacted, is that one of the core Units of Competency *CHCDIV002 Promote Indigenous and Torres Strait Islander cultural safety*, was considered to be inappropriate for delivery to Aboriginal and Torres Strait Islander people who make up a large proportion of the learner cohort for this Qualification.

The Certificate II in Indigenous Environmental Health may be used as a pathway for workforce entry into Indigenous environmental health work. At this level, work takes place under direct and regular supervision within clearly defined guidelines.

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, sewage, drainage, rubbish disposal and pest control. They also educate Indigenous communities in personal and domestic hygiene and pet management.

The proposed update of this Qualification will seek to incorporate the required changes to ensure that industry has access to skilled Indigenous Environmental Health Workers, to meet the current and future environmental health needs of Indigenous communities.

SkillsIQ was issued an Activity Order by the AISC in March 2019 to commence development work to update the current Certificate II in Indigenous Environmental Health Qualification. Specifically, the packaging rules were to be adjusted including review of the core Units, as well as the number of available electives.

A key focus of the development work has been ensuring that the Units of Competency and associated Assessment Requirements are written in a manner that allows adaptability and flexibility in terms of reducing barriers for people in regional and remote communities to upskill and gain access to acquiring a Qualification that aligns to health worker job roles within the Indigenous Environmental Health sector. The Units have been reviewed and updated to address the specific requirements of Indigenous communities and remote environmental health contexts, to meet the requirements of the job role at a Certificate II level.

Advice for training providers in regard to flexible delivery of knowledge and skills and in terms of a culturally appropriate and safe context for Aboriginal and Torres Strait Islander people is included in the HLT Health Companion Volume Implementation Guide (CVIG).

Decision being sought from the AISC

SkillsIQ, under the direction of the Community Sector and Development IRC, is seeking that the Training Package products, listed in **Appendix A: List of Training Package products proposed for endorsement**, be endorsed by the AISC and approved for release on the national training register, www.training.gov.au.

C. Evidence of industry support

Written evidence of support by the IRC(s) responsible for the relevant Training Package components.

The Community Sector and Development IRC approved the development of the Training Package products. Members of the Community Sector and Development IRC have provided confirmation of their support for the revised Training Package products proposed for endorsement.

Letters of support from IRC members and industry stakeholders can be found at **Appendix B: Letters of support**.

Evidence of consultation with all relevant stakeholders.

This review process was overseen by the Community Sector and Development IRC. Significant consultation was undertaken through the networks of the WA Department of Training and Workforce Development, as the initial instigators of the project, as well as industry stakeholders from various states and territories.

A list of IRC members can be found at **Appendix C: Community Sector and Development IRC   membership.**

Due to the specific nature of the two proposed Units of Competency, targeted face-to-face consultation was sought from individuals with the experience and technical knowledge of indigenous environmental health. To ensure consultation and validation considered the needs of all interested groups and ensured inclusivity, teleconferences and webinars were offered to ensure national access, and more specifically access of those operating in remote or regional areas. In addition, draft Training Package products were available for comment through SkillsIQ's online Feedback Forum.

A complete list of organisations and individuals involved in this development work can be found at **Appendix D: Stakeholder consultation and engagement list**.

Table 1: Training Package product development process and industry consultation

Project Stage	Details
Case for Change November 2018	Case for Change prepared and submitted to the AISC.
Activity Order March 2019	An activity order was issued in March 2019 to commence work on Training Package Product Development.
Drafting (Draft 1) April – July 2019	Draft 1 was developed based on the outcomes of meetings with key industry stakeholders in WA.
Draft 1 Consultation 13 August – 9 September	SkillsIQ worked with key stakeholders to conduct a range of consultation activities and seek feedback on proposed Training Package products.

Project Stage	Details
	The consultation period was promoted through SkillsIQ's communication channels inclusive of social media, news blasts and targeted emails. Stakeholder groups promoted this consultation through their networks.
	Consultation activities included:
	- Face-to-face meetings with key stakeholders convened by the WA Department of Training and Workforce Development - Webinars - Consultation activities conducted by state representatives and bodies.
	In addition to the above activities, stakeholders had an opportunity to provide feedback via SkillsIQ's online Feedback Forum.
Drafting (Draft 2) October - November 2019	Feedback received during the consultation period informed the development of Draft 2. Draft 2 was finalised based on feedback from public consultation.
Validation 10 December – 24 December	Draft 2 was made available for validation online. Stakeholders had an opportunity to provide feedback via SkillsIQ's online Feedback Forum. The validation period was promoted across SkillsIQ's communication channels inclusive of news blasts, targeted emails and two webinars. A summary of Draft 2 feedback was provided to, and key issues were addressed by, the Community Sector and Development IRC and key stakeholders from WA.
Drafting (Final Draft) January - February 2020	Feedback received during the validation period informed the development of the Final Draft. Final draft Training Package products have been included in this Case for Endorsement.
Additional consultation with WA State Training Authority March-April 2020	The WA Department of Training and Workforce Development raised a number of issues from WA stakeholders, which were discussed and addressed during this period, resulting in amendments on the Final Draft of the Training Package Products.
Quality Assurance May 2020	The Final Draft proposed that Training Package components underwent an independent quality assurance review to confirm compliance with: - Standards for Training Packages 2012 - Training Package products policy - Training Package development and endorsement process policy.

Project Stage	Details
Additional consultation with WA State Training Authority July-August 2020	The WA Department of Training and Workforce Development raised a number of remaining issues from WA stakeholders, which were discussed and addressed during this period, resulting in amendments on the Final Draft of the Training Package Products.
STA Consultation September 2020	Consultation with the State and Territory Training Authorities on Final Draft of Training Package Products and Case for Endorsement
Submission September 2020	Submission to the Australian Industry and Skills Committee (AISC) for endorsement consideration.

Evidence that states/territories have been actively engaged and provided advice on the possible impact of implementing the proposed Training Package component(s), including the implementation issues relating to components proposed for deletion from the National Register.

Throughout each key stage, states and territories have been afforded the opportunity to provide input through the engagement of employers, Industry Training Advisory Bodies (ITABs), State Training Authorities and various state and territory networks and representative bodies. Access to the draft Training Package products and supporting documentation was provided to these stakeholders. Through these materials stakeholders have gained an understanding of the implementation requirements and potential issues.

Advice on the management of implementation is provided within the supporting CVIG.

State Training Authorities were provided with access to Final Draft Training Package products, the Case for Endorsement and the CVIG for final comment prior to submission for endorsement. Written support was provided by states and territories as indicated in the table below.

State	Response – to be completed
ACT	
QLD	
NSW	
NT	
SA	
TAS	
VIC	
WA	

Where appropriate, advice about the alternative approaches explored and any competing views expressed by the allocated IRC(s) or other industry stakeholders, and how these competing views were resolved.

The existing qualification is delivered only in WA and NT and is currently on scope with only three registered training providers, based in these states. Key stakeholders in NT indicated that the unit *HLTHPS010 Interpret and use information about nutrition and diet* should be removed from the elective list, as it was not directly related to the qualification outcome and was unsuitable to be packaged in a qualification at AQF level 2. While WA stakeholders indicated a desire to use this unit as an elective, it has at this point not been included, however, it can be imported into the qualification under the flexible packaging rules of the qualification. This was acknowledged by the WA Department of Training and Workforce Development as being able to meet the needs of learner cohorts in WA.

Evidence that key stakeholders (including training providers) are aware of the expected impact of the changes. It is important that SSOs clearly identify any Training Package components proposed for deletion from the National Register. Where a qualification or Unit of Competency is identified for deletion in the Case for Endorsement, the IRC must provide clear advice, informed by state/territory government authority feedback, about the downstream impacts and optimal timing for that deletion to take effect.

The nine Units of Competency proposed within this Case for Endorsement are updated Training Package products that currently exist in the national training system. There are no Training Package products proposed for deletion in this Case for Endorsement.

In the short term, it is anticipated that there will be an administrative burden on RTOs as they transition to delivery of the new Training Package products and update their scope of registration, resources and assessment tools. RTOs will be required to ensure that appropriate equipment and resources are available for the delivery of core units and the selected choice of electives.

D. Industry expectations about training delivery

Advice about industry's expectations of training delivery - duration of training, delivery modes and pathways, work-based learning strategies, assessment and learner characteristics - is included in the Companion Volume Implementation Guide.

Industry's expectation is that learners with a Certificate II level qualification will be equipped with the skills and knowledge to undertake job roles that include defined activities and require use of autonomy and limited judgement in structures and stable contexts within narrow parameters, as outlined in the Australian Qualification Framework. Industry also has expectations of quality training delivery and assessment from all RTOs involved in training. It is noted that the Department of Health in WA and the training providers in WA have a close working relationship due to the relatively small size of the target group.

Industry values training and assessment that provides exposure to real and current work environments, scenarios and workplace contexts, although it is not always appropriate to assess in the workplace. This has been built into the proposed Training Package products, through the Assessment Requirements. It is noted that Training Packages cannot mandate either the duration of training or delivery modes.

Upon completion of the qualification listed in this Case for Endorsement learners will have the opportunity to undertake further study in indigenous environmental health at a Certificate III and Certificate IV level or additionally cross into population health, due to a number of units that sit across both sectors.

Recommendation from the allocated IRC/s as to whether the proposed Training Package component(s) may be the basis for a traineeship or an apprenticeship and the nominal duration of the traineeship or apprenticeship.

Training Package products proposed within this Case for Endorsement have been deemed as suitable for delivery through an apprenticeship or traineeship pathway.

Approval of apprenticeships and traineeships associated with the delivery of new Training Package products will be determined by the appropriate state and territory bodies in consultation with industry stakeholders in their respective jurisdictions.

E. Implementation of the new Training Package

Advice about how Training Package component(s) meet occupational and licensing requirements.

There are no specific licensing, legislative or certification requirements applicable to Training Package products included within this Case for Endorsement. It is noted that plumbing work must only be performed by a person authorised by an exemption, registration or licence granted by the relevant State or Territory regulatory authority under legislation.

Wherever a specific law, regulation, business or occupational licensing arrangement exists, it will be mentioned in the Application Statement of a Unit of Competency. Required knowledge of that law is also described, as above, in the Knowledge Evidence field, and any required resources are also prescribed in the Assessment Conditions.

Implementation issues of note and management strategy.

Implementation of new Units of Competency and qualifications creates flow-on impacts and costs for RTOs in relation to administrative systems, training resources and assessment materials. In the short term, it is anticipated that there will be an administrative burden on RTOs as they look to update their scope of delivery to include the new Training Package products. Trainers and assessors will need to be apprised of the content of the new Training Package products and the methods used to deliver and assess them, and resources will need to be developed to support this delivery and assessment.

The following measures will need to be put in place to address systemic issues and ensure effective implementation:

- strong and ongoing relationships between industry/businesses and training providers, and industry involvement in the validation of learning and assessment materials/activities
- robust and reliable assessment by RTOs, including in relation to prior recognition practices
- the creation of new training and assessment resources to reflect the new Units of Competency, particularly in relation to the specification of foundation skills and Assessment Requirements.

Training Package products proposed within this Case for Endorsement do not have associated work placement requirements.

Allocation and management of funding associated with the delivery of the updated Training Package products will be determined by the appropriate state and territory bodies in consultation with industry stakeholders in their respective jurisdictions.

The HLT Health CVIG will be available on VETNet with links provided on training.gov.au.

Mapping of Training Package Products

QUALIFICATION

Code	Qualification Title	Qualification Mapping	Equivalence
HLT26115	Certificate II in Indigenous Environmental Health	HLT26120 Certificate II in Indigenous Environmental Health	Not equivalent Changes to packaging rules and composition of core units of competency.

UNITS OF COMPETENCY

Code	Unit Title	Unit of Competency Mapping	Equivalence
HLTPOP001	Provide basic repairs and maintenance to health hardware and fixtures	HLTPOP025 Provide basic repairs and maintenance to health hardware and fixtures	Equivalent Minor changes to wording
HLTPOP002	Monitor and maintain sewage systems	HLTPOP026 Monitor and maintain sewage or effluent systems	Equivalent Minor changes to wording
HLTPOP003	Monitor and maintain water supply	HLTPOP027 Monitor and maintain water supply	Equivalent Minor changes to wording
HLTPOP004	Monitor and maintain rubbish collection and disposal systems	HLTPOP028 Monitor and maintain rubbish collection and disposal systems	Not equivalent Changes to Performance Criteria and Knowledge Evidence
HLTPOP005	Work in a population health context	HLTPOP029 Work in a population health context	Equivalent Minor changes to wording
HLTPOP008	Develop and implement disease prevention and control measures	HLTPOP030 Determine and implement disease prevention and control measures	Not equivalent Changes to Application Statement, Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Requirements

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HLTPOP009	Provide information and support on environmental health issues	HLTPOP031 Provide information and support on environmental health issues	Equivalent Minor changes to wording
HLTPOP010	Monitor and maintain dog health in the community	HLTPOP032 Monitor and maintain dog health in the community	Equivalent Minor changes to wording
HLTPOP017	Identify pest control strategies	HLTPOP033 Identify pest control strategies	Equivalent Minor changes to wording

SKILL SET

Code	Unit Title	Unit of Competency Mapping	Equivalence
HLTSS00068	Indigenous Environmental Health Support Work	New skill set	NA

F. Quality assurance reports

This Case for Endorsement supports the Training Package products, listed in **Appendix A: List of Training Package products proposed for endorsement**, proposed for inclusion in the HLT Health Training Package. SkillsIQ declares that these Training Package products have been developed in accordance with the requirements of the *Standards for Training Packages 2012, Training Package Products Policy* and *Training Package Development and Endorsement Process Policy*.

An independent review of the HLT Training Package products submitted for endorsement was undertaken by Bernadette Delaney, a member of the Quality Assurance Panel. The Quality Report (**Appendix E: Quality Assurance Reports**) confirms that the proposed components meet the requirements of the Standards for Training Packages 2012, inclusive of the Training Package Quality Principles. Prior to the completion of the Quality Report, all qualifications, Units of Competency and Assessment Requirements were reviewed against the Standards for Training Packages. The Editorial Report and the Equity Report were completed by Anna Henderson, a member of the Quality Assurance Panel. (**Appendix E: Quality Assurance Reports**).

G. Implementation of the COAG Industry and Skills Council reforms to Training Packages

The development of Training Package products proposed within this Case for Endorsement considered opportunities to support the COAG Industry and Skills Council and used consultation activities and stakeholder engagement to identify:

- opportunities to identify and remove obsolete training package products from the system
- industry expectations for training delivery and assessment to be documented within the Companion Volume Implementation Guide
- opportunities to enhance the portability of skills from one related occupation to another
- opportunities to remove unnecessary duplication within the system and create Training Package products that may have application to multiple industry sectors
- opportunities for the development of skill sets.

Due to the specific nature of work undertaken, and the Units of Competency proposed, there are no obsolete Training Package products, and neither was there a need to delete or remove any Training Package products.

SkillsIQ confirms that development work has addressed work assigned by the AISC in the Activity Order that was issued.

H. Full content of the proposed Training Package components

Training Package products proposed for endorsement can be found at **Appendix F: Copy of Training Package products proposed for endorsement.** The Training Package products have been loaded on the National Register through the Training Package Content Management System (TPCMS).

Appendix A: List of Training Package products proposed for endorsement

Qualifications

Qualification Code	Qualification Title
HLT26120	Certificate II in Indigenous Environmental Health

Skill Set

Qualification Code	Qualification Title
HLTSS00068	Indigenous Environmental Health Support Work

Units of Competency and Assessment Requirements

Unit Code	Unit Title
Population	
HLTPOP025	Provide basic repairs and maintenance to health hardware and fixtures
HLTPOP026	Monitor and maintain sewage or effluent systems
HLTPOP027	Monitor and maintain water supply
HLTPOP028	Monitor and maintain rubbish collection and disposal systems
HLTPOP029	Work in a population health context
HLTPOP030	Determine and implement disease prevention and control measures
HLTPOP031	Provide information and support on environmental health issues
HLTPOP032	Monitor and maintain dog health in the community
HLTPOP033	Identify pest control strategies

Appendix B: Letters of support

The following stakeholders have provided a letter of support in regard to this Case for Endorsement and are attached below.

- Australian Community Workers Association
- Community Skill WA
- Department of Health (WA) - pending
- Empower Education
- Marr Mooditj Training Aboriginal Corporation
- Miwatj Health Aboriginal Corporation
- Nirrumbuk - pending
- NUDJ Plumbing - pending
- Puntukurnu Aboriginal Medical Service (PAMS)
- Rural Health West
- Thamarrurr Development Corporation
- Wirraka Maya - pending

19 March 2020

Ms. Devika Mudaliar
Skills Engagement Executive
SkillsIQ
GPO Box 4194
SYDNEY NSW 2001

Dear Devika,

Re: Endorsement of the Indigenous Environmental Health Training Package Products packaged in the HLT Health Training Package

I am writing on behalf of the Australian Community Workers Association (ACWA), the national membership-based professional association for qualified community workers.

As Chair of the Community Sector and Development Industry Reference Committee (IRC) representing ACWA I can confirm that we believe that the community sector and development industry has been given sufficient opportunity to express their needs, and that those needs have been appropriately responded to through the updated Indigenous Environmental Health training package products to be included in the HLT Health Training Package.

ACWA believes that the Indigenous Environmental Health training package products proposed for endorsement reflects the skills needs of the Indigenous Environmental Health Sector, address identified skills gaps and allow for outcomes that meet specific workforce needs and create clear career pathways.

ACWA will continue to support the HLT Health Training Package and SkillsIQ through ongoing advice to ensure that the Training Package maintains industry currency.

Kind regards

Sha Cordingley
Chief Executive Officer

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Flinders Lane VIC 8009

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CommunitySkills WA
Facilitating a skilled workforce for WA

4th of September 2020
Devika Mudaliar
Skills Engagement Executive
SkillsIQ
GPO Box 4194
SYDNEY NSW 2001

Re: Endorsement of the Indigenous Environmental Health Training Package Products packaged in the HLT Health Training Package

Dear Devika,

I am writing on behalf of Community Skills WA, CSWA is a not for profit organisation who provides a leadership role within the Community Services, Health and Education sectors supporting and developing workforce capability in Western Australia. CSWA covers the Community Services (CHC), Health (HLT) and Education (TAE) national training packages which encompass more than 108 qualifications delivered by private RTO's and TAFE across the state. CSWA also provides advice to the government on occupations in the higher education sector for the Community Services, Health, and Education Industries along with workforce development issues.

Community Skills WA has been given the opportunity to discuss with the industry their needs and have come to the summation that these needs have been appropriately responded to in the revised Indigenous Environmental Health training package products to be included in HLT Health Training Package. CSWA and the industry have identified the importance of this qualification in the improvement of health outcomes for the Aboriginal Community.

Community Skills WA believes that training package products proposed for endorsement reflect the skills needs of the Indigenous Environmental Health Sector, address identified skills gaps and allow for outcomes that meet specific workforce needs and create clear career pathways.

Community Skills WA will continue to support the HLT Health Training Package and SkillsIQ through ongoing advice to ensure that the Training Package maintains industry currency.

Regards,

Caroline Thompson
Executive Director
Community Skills WA

31/08/2020

Devika Mudaliar

Skills Engagement Executive

SkillsIQ

GPO Box 4194

SYDNEY NSW 2001

Re: Endorsement of the Indigenous Environmental Health Training Package Products packaged in the HLT Health Training Package

Dear Devika,

I operate Empower Education, a small private RTO, delivering the Cert II in Indigenous Environmental Health (HLT21012) to jobseekers in regional and remote Aboriginal communities in Western Australia, and have been conducting this delivery since 1999, under contracts with the DTWD. Empower also, when the need exists, delivers the same course to employed Aboriginal Environmental Health Practitioners, under a fee for service arrangement with the Department of Health WA.

Empower Education has been given the opportunity to express its needs, and that those needs have been appropriately responded to in the revised Indigenous Environmental Health training package products to be included in HLT Health Training Package.

Empower Education believes that training package products proposed for endorsement reflect the skills needs of the Indigenous Environmental Health Sector, address identified skills gaps and allow for outcomes that meet specific workforce needs and create clear career pathways.

Empower Education will continue to support the HLT Health Training Package and SkillsIQ through ongoing advice to ensure that the Training Package maintains industry currency.

Regards,

Greg McConkey

Director

Empower Education

Marr Mooditj Training Aboriginal Corporation

ICN: 8429

25th August 2020

Devika Mudaliar
Skills Engagement Executive
SkillsIQ
GPO Box 4194
SYDNEY NSW 2001

Re: Endorsement of the Indigenous Environmental Health Training Package Products packaged in the HLT Health Training Package

Dear Devika,

Marr Mooditj Training is an Aboriginal Managed Registered Training Organisation and have been in operation since 1983. We deliver qualifications from the HLT Health Training packages and the CHC Community Services Training package.

Marr Mooditj Training has been given the opportunity to express our support for the endorsement for the revised Indigenous Environmental Health training package products to be included in HLT Health Training Package.

Marr Mooditj Training is keen to ensure that training package products proposed for endorsement reflect the job roles and it's the skills required to work in the Indigenous Environmental Health Sector and it addresses identified skills gaps that meet specific job roles and create sustainable employment outcomes.

Marr Mooditj Training is keen to support the SkillsIQ through ongoing advice to ensure that the HLT Training Package maintains industry currency.

Regards,

Margaret Quartermaine
Chief Executive Officer
Marr Mooditj Training

295 Manning Road, Waterford WA 6152
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30/04/2020

Devika Mudaliar

Skills Engagement Executive

SkillsIQ

GPO Box 4194

SYDNEY NSW 2001

Re: Endorsement of the Indigenous Environmental Health Training Package Products packaged in the HLT Health Training Package

Dear Devika,

The Miwatj Health Environmental Health program was initiated through grant funding provided by the Commonwealth Rheumatic Fever Strategy (RFS) The RFS places a focus on the primordial factors associated with health, leading Miwatj Health Aboriginal Corporation to develop an Environmental Health program. Other external funding providers were approached to enable the program to be run successfully which include One Disease and the Northern Territory Government.

The program consists of an Environmental Health Program Manager who is qualified as an Environmental Health Officer, a Project Officer, an Environmental Health Promotion Officer, an Environmental Health Technician and two Indigenous Environmental Health Workers.

The Miwatj Health Environmental Health program has been given the opportunity to express their needs, and that those needs have been appropriately responded to in the revised Indigenous Environmental Health training package products to be included in HLT Health Training Package.

Miwatj Health believes that the training package products proposed for endorsement reflect the skills needs of the Indigenous environmental health sector, address identified skills gaps and allow for outcomes that meet specific workforce needs and create clear career pathways.

Miwatj Health will continue to support the HLT Health Training Package and SkillsIQ through ongoing advice to ensure that the Training Package maintains industry currency.

Regards,

Michael Spry

Environmental Health Program Manager

Miwatj Aboriginal Health Corporation

Devika Mudaliar
Skills Engagement Executive, SkillsIQ   25/8/2020
GPO Box 4194
SYDNEY   NSW   2001

Dear Devika,

Re: Endorsement of the Indigenous Environmental Health Training Package Products packaged in the HLT Health Training Package

I am writing on behalf of Puntukurnu Aboriginal Medical Service (PAMS) an Aboriginal Community Controlled Health Organisation in the Pilbara region of WA.

PAMS originally began in 1994 as Western Desert Aboriginal Medical Service Aboriginal Corporation which was changed to Puntukurnu Aboriginal Medical Service Aboriginal Corporation in 1995.
PAMS is a Not for Profit organisation providing services for Aboriginal and Torres Straight Islanders in remote Communities based in Jigalong, Parnngurr, Punmu, Kunawarritji and our soon to be opened Newman Hub Clinic.

PAMS has been given the opportunity to express their needs, and that those needs have been appropriately responded to in the revised Indigenous Environmental Health training package products to be included in HLT Health Training Package.
PAMS believes that training package products proposed for endorsement reflect the skills needs of the Indigenous Environmental Health Sector, address identified skills gaps and allow for outcomes that meet specific workforce needs and create clear career pathways.

PAMS will continue to support the HLT Health Training Package and SkillsIQ through ongoing advice to ensure that the Training Package maintains industry currency.
Regards,

If you would like any further information, please contact me by email, pams.ceo@puntukurnu.com or phone on 08 9177 8307.
Yours sincerely,

Robby Chibawe
PAMS Chief Executive Officer

4 September 2020

RURAL HEALTH WEST

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ABN 29 123 188 367

Caroline Thompson
Executive Director
Community Skills WA
Unit 1/172 Main Street, Osborne Park

Dear Caroline,

Certificate II Indigenous Environmental Health

I write in relation to the above qualification and would like you to convey my endorsement of the Indigenous Environmental Health Training Package.

As previously discussed with you I am very supportive of a locally available qualification in Indigenous environmental health that also has the capacity to act as a stepping stone to higher level qualifications in this and related fields eg. Aboriginal Health Practitioner.

The part that good environmental health plays in the prevention of skin, ear and eye conditions in Aboriginal communities can not be understated and the contribution it makes to avoidable hospital admissions is well evidenced.

We lack access to these skills in remote areas and the idea that we might be able to deliver this course locally and build the skill base in communities is very appealing. It will also provide a good entry level qualification and preparation for those wishing to pursue a career as a health practitioner in these communities.

Yours sincerely

Chris Pickett
Regional Adviser, Country WA

distance is no obstacle

Thamarrurr

Development Corporation

19 March 2020

Devika Mudaliar
Skills Engagement Executive
SkillsIQ
GPO Box 4194
SYDNEY NSW 2001

Re: Endorsement of the Indigenous Environmental Health Training Package Products packaged in the HLT Health Training Package

Dear Devika,

As an Indigenous Owned Business Entity based in Wadeye, Thamarrurr Development Corporation (TDC) has a responsibility to support social economic development within the Daly River / Port Keats Aboriginal Land Trust Region (DR/PK ALT). This region effectively covers the same region as the West Daly Regional council. TDC currently employs over 150 people with just over 100 being local Kardu (local Aboriginal people).

TDC has been given the opportunity to express training needs, and those needs have been appropriately responded to in the revised Indigenous Environmental Health training package products to be included in HLT Health Training Package.

TDC believes that training package products proposed for endorsement reflect the skills needs of the Indigenous Environmental Health Sector, address identified skills gaps and allow for outcomes that meet specific workforce needs and create clear career pathways.

TDC will continue to support the HLT Health Training Package and SkillsIQ through ongoing advice to ensure that the Training Package maintains industry currency.

Regards,

Scott McIntyre
CEO
Thamarrurr Development Corporation

Appendix C: Community Sector and Development IRC membership

Current Community Sector and Development IRC

Organisation	Name
Australian Community Workers Association (ACWA)	Sha Cordingley (Chair)
Australian Council of Social Service (ACOSS)	John Mikelsons
Australian Services Union (ASU)	Helen Westwood
Community Services & Health Industry Training Board (VIC)	Andrew Fleming (Deputy Chair)
Department of Health and Human Services (Vic)	Nigel Brand
Northern Volunteering (SA)	Donatella Amos
Territory Families (NT)	Debra Bennett

Appendix D: Stakeholder consultation and engagement list

Organisation	Name
DHAA	Bill Suen
Community Services, Health and Education Industry Training Council	Bob Looten
Animal Management in Rural and Remote Indigenous Communities (AMRRIC)	Bonny Cumming
Community Services, Health and Education Industry Training Council	Caroline Thompson
ISACNT	Debbie Knight
Department of Training and Workforce Development	Frances Parnell
Provided consolidated feedback from Western Australian Department of Health, the Western Australian Department of Training and Workforce Development, Empower Education, Djaringo RTO and the Community Services, Health and Education Training Council	Frances Parnell
Evolution Hospitality Institute	Geoff Gunton
Empower Education	Greg McConkey
Thamarrurr Rangers	Jaemie Page
Swinburne University CMMHS	Jennifer Fleischer
Victorian Building Authority	Jennifer Mason
Nirrumbuk Aboriginal Corporation	Joe Grande
WA Department of Health	John Perrett
Sports Ready	Karolina Tilli
Aboriginal Medical Services Alliance of the Northern Territory (AMSANT)	Karrina DeMasi
Djaringo Pty Ltd – RTO (Part of Nirrumbuk Aboriginal Corporation)	Linda Resnick
Mint Training Pty Ltd	Mary Hyun
WA Department of Health	Matt Lester
Thamarrurr Development Corporation	Melissa Bentivoglio
Local Government Association of the Northern Territory (LGANT)	Meredith Newall
Workforce Development & Training Branch (Skills Tasmania)	Department of State Growth	Michael McGee
Miwatj health Aboriginal Corporation	Michael Spry
Department of Health	Nicole Slavin
Department of Training and Workforce Development	Peter 'Chook' Henson
Principal Advisor Aboriginal Environmental Health	Robert Mullane

Organisation	Name
Department of Training and Workforce Development	Sandra Thompson
Cooke & Dowsett Plumbing/ NUDJ Plumbing Services Pty Ltd	Scott Dowsett

Appendix E: Quality Assurance Reports

Part 1: Editorial Report

Editorial Report

1. Cover page	
Information required	**Detail**
Training Package title and code	HLT Health Training Package Version 5.0. Indigenous Environmental Health project.
Number of new qualifications and their titles	Nil
Number of revised qualifications and their titles	1 revised qualification: • HLT26120 Certificate II in Indigenous Environmental Health
Number of new units of competency and their titles	Nil
Number of revised units of competency and their titles	9 revised units: • HLTPOP025 Provide basic repairs and maintenance to health hardware and fixtures • HLTPOP026 Monitor and maintain sewage or effluent systems • HLTPOP027 Monitor and maintain water supply • HLTPOP028 Monitor and maintain rubbish collection and disposal systems • HLTPOP029 Work in a population health context • HLTPOP030 Determine and implement disease prevention and control measures • HLTPOP031 Provide information and support on environmental health issues • HLTPOP032 Monitor and maintain dog health in the community • HLTPOP033 Identify pest control strategies
Confirmation that the draft training package components are publication-ready	Yes - draft training package components are publication-ready.
Is the Editorial Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide a name.	Yes – Anna Henderson
Date of completion of the report	27/08/2020

2. Content and structure

Units of competency

Editorial requirements	Comments
Standard 5: • The structure of units of competency complies with the unit of competency template.	The structure of the units complies with all aspects of the unit of competency template: application, elements, performance criteria, foundation skills and unit mapping information. Advice about foundation skills is provided in the HLT Health Training Package V5.0, Companion Volume Implementation Guide (CVIG). Australian Core Skills Framework plus the Core Skills for Work Framework have been used but in these units of competency, foundation skills are built into the unit content, so the following statement has been included under the foundation skills heading: *'Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency'.*
Standard 7: • The structure of assessment requirements complies with the assessment requirements template.	All draft units of competency specify the performance evidence (including references to volume or frequency) and knowledge evidence to be demonstrated for assessment, along with required conditions for assessment as per the appropriate template. The assessment requirements cross-reference to the performance criteria requirements. In response to industry requirements, the knowledge evidence is quite detailed in some of the units.

Qualifications

Editorial requirements	Comments by the editor
Standard 9: • The structure of the information for qualifications complies with the qualification template.	Yes, the structure of the revised qualification complies with the qualification template.
Standard 10: • Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template.	The HLT Health Training Package V5.0 CVIG provides information that no national credit arrangements with Higher Education exist at this time.

Companion Volumes

Editorial requirements	Comments by the editor
Standard 11: • A quality assured companion volume implementation guide is available and complies with the companion volume implementation guide template.	The Training Package components in this submission are accompanied by the HLT Health Training Package V5.0 CVIG, which has been updated to include the units in this submission. The CVIG complies with the companion volume implementation guide template included in the 2012 Standards.

3. Proofreading

Editorial requirements	Comments by the editor
• **Unit codes and titles** and **qualification codes and titles** are accurately cross-referenced throughout the training package product(s) including mapping information and packaging rules, and in the companion volume implementation guide.	The unit codes and titles have been proofread and cross-referenced throughout all documentation provided – qualifications, Case for Endorsement, and CVIG.
• Units of competency and their **content** are **presented in full**.	Yes, the units of competency in this submission are presented in full.

• The author of the Editorial Report is satisfied with the quality of the training products, specifically with regard to:
  ○ absence of spelling, grammatical and typing mistakes
  ○ consistency of language and formatting
  ○ logical structure and presentation of the document.
  ○ compliance with the required templates
	I am satisfied with the quality of the training products with regard to the points listed opposite.
	
	Some minor editorial suggestions were provided to and addressed by SkillsIQ as part of the editorial review.

Part 2: Equity Report

Equity Report

Section 1 – Cover page

Information required	Detail
Training Package title and code	HLT Health Training Package Version 5.0. Indigenous Environmental Health project.
Number of new qualifications and their titles	-
Number of revised qualifications and their titles	1 revised qualification: • HLT26120 Certificate II in Indigenous Environmental Health
Number of new units of competency and their titles	-
Number of revised units of competency and their titles	9 revised units: • HLTPOP025 Provide basic repairs and maintenance to health hardware and fixtures • HLTPOP026 Monitor and maintain sewage or effluent systems • HLTPOP027 Monitor and maintain water supply • HLTPOP028 Monitor and maintain rubbish collection and disposal systems • HLTPOP029 Work in a population health context • HLTPOP030 Determine and implement disease prevention and control measures • HLTPOP031 Provide information and support on environmental health issues • HLTPOP032 Monitor and maintain dog health in the community • HLTPOP033 Identify pest control strategies
Confirmation that the draft training package components meet the requirements in Section 2 *Equity checklist of draft training package components*	**Yes -** draft training package components meet the requirements in Section 2 *Equity checklist of draft training package components*
Is the Equity Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide the name.	Yes – Anna Henderson
Date of completion of the report	27/08/2020

Training Package Quality Assurance

Section 2 – Equity checklist of draft training package components

Equity requirements	Equity reviewer comments Provide brief commentary on whether the draft endorsed components meet each of the equity requirements
The training package component(s) comply with Standard 2 of the *Standards for Training Packages 2012*. The standard requires compliance with the *Training Package Products Policy*, specifically with the access and equity requirements: • Training Package developers must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations. • Training Package developers must ensure that Training Packages are flexible and that they provide guidance and recommendations to enable reasonable adjustments in implementation.	The units of competency comply with Standard 2 of the *Standards for Training Packages*. The HLT Health Training Package V5.0 Companion Volume Implementation Guide (CVIG), provides advice on access and equity considerations including reasonable adjustment for learners with disabilities.

Section 3 - Training Package Quality Principles

Quality Principle 4
Be **flexible** to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces.

Key features
Do the units of competency meet the diversity of individual and employer needs and support equitable access and progression of learners?
What evidence demonstrates that the units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth so that they support implementation across a range of settings?
Are there other examples that demonstrate how the key features of flexibility are being achieved?

Equity requirements	Equity reviewer comments
1. What evidence demonstrates that the draft components provide flexible qualifications/units of competency that enable application in different contexts?'	The draft components enable flexible application because they address a broad range of skills relating to environmental health, which apply to Indigenous Australians.

Equity requirements	Equity reviewer comments
2. Is there evidence of multiple entry and exit points?	The environmental health qualification and units of competency do not have entry requirements.
3. Have prerequisite units of competency been minimised where possible?	There are no prerequisite requirements in the draft units of competency in this submission.
4. Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved?	The units of competency in this submission incorporate the principles of sound communication and collaboration with others. These principles support flexible delivery. The units' assessment conditions also enable flexibility - assessment may be in the workplace or in a simulated environment that reflects workplace conditions.

Quality Principle 5

Facilitate **recognition** of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors.

Key features
Support learner transition between education sectors.

Equity requirements	Equity reviewer comments
1. What evidence demonstrates pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications?	As discussed in the HLT Health Training Package V5.0 CVIG, learning and assessment pathways in the HLT Health TP may be attained in a number of ways, including: formal or informal education and training and/or, experiences (life or workplace). The qualification and units of competency in this submission will be utilised by Aboriginal and/or Torres Strait Islanders. There are no barriers to entry. There are currently no formal, national credit arrangements for HLT Health TP qualifications and higher education qualifications.

Training Package Quality Assurance

Quality Principle 6

Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements.

Key features

Support implementation across a range of settings and support sound assessment practices.

Equity requirements	Equity reviewer comments
1. Does the Companion Volume Implementation Guide include advice about: • Pathways • Access and equity • Foundation skills? (see Training Package Standard 11)	Yes - the HLT Health Training Package V5.0 CVIG provides advice on: • Pathways • Access and equity– is described and addressed with advice on reasonable adjustments for learners with disabilities • Foundation skills – explanation about Australian Core Skills Framework (ACSF) and the Core Skills for Work Framework.
2. Are the foundation skills explicit and recognisable within the training package and do they reflect and not exceed the foundation skills required in the workplace?	Yes, foundation skills are built into the unit content, so the following statement has been included under the foundation skills heading: *'Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency'.*

Quality Principle 6

Part 3: Quality Report

Training Package Quality Assurance

Information required	Detail
Training Package title and code	HLT Health Training Package Version 5.0. Indigenous Environmental Health project.
Number of new qualifications and their titles[1]	Nil
Number of revised qualifications and their titles	1 revised qualification: HLT26120 Certificate II in Indigenous Environmental Health
Number of new units of competency and their titles	Nil
Number of revised units of competency and their titles	9 revised units of competency: HLTPOP025 Provide basic repairs and maintenance to health hardware and fixtures HLTPOP026 Monitor and maintain sewage or effluent systems HLTPOP027 Monitor and maintain water supply HLTPOP028 Monitor and maintain rubbish collection and disposal systems HLTPOP029 Work in a population health context HLTPOP030 Determine and implement disease prevention and control measures HLTPOP031 Provide information and support on environmental health issues HLTPOP032 Monitor and maintain dog health in the community HLTPOP033 Identify pest control strategies
Confirmation that the panel member is independent of: • the Training Package or Training Package components review ('Yes' or 'No') • development and/or validation activities associated with the Case for Endorsement ('Yes' or 'No') • undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report ('Yes' or 'No')	Yes Bernadette Delaney is independent of the training products review , development or validation process. She did not undertake the Equity and/or Editorial reviews.
Confirmation of the Training Packages or components thereof being compliant with the *Standards for Training Packages 2012*	Yes
Confirmation of the Training Packages or components thereof being compliant with the *Training Package Products Policy*	Yes
Confirmation of the Training Packages or components thereof being compliant with the *Training Package Development and Endorsement Process Policy*	Yes

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[1] When the number of training products is high the t*itles can be presented as an attached list.*

Training Package Quality Assurance

Panel member's view about whether: • the evidence of consultation and validation process being fit for purpose and commensurate with the scope • estimated impact of the proposed changes is sufficient and convincing	Yes Yes
Name of panel member completing Quality Report	Bernadette Delaney
Date of completion of the Quality Report	3/9/20

Training Package Quality Assurance

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)

Standard 1
 	
Training Packages consist of the following:
1. AISC endorsed components:
   • qualifications
   • units of competency
   • assessment requirements (associated with each unit of competency)
   • credit arrangements
2. One or more quality assured companion volumes
	Yes	Standard 1 was met.
		
		Units and associated assessment requirements
		9 revised units
		Qualifications
		One qualification
		No credit arrangements
		
		One Implementation Guides
		
		One Skill Set

Standard 2 Training Package developers comply with the *Training Package Products Policy*	*Yes*	Standard 2 was met. **Evidence of compliance** with the *Training Package Products Policy* includes: **Coding of the Training Package** HLT Health Training Package, Version 5.0 Qualification complied with coding and titling. **Access and equity** The Equity Report ((27/8/20) confirmed compliance with Standard 2 and the *Training Package Products Policy* in relation to access and equity. There was a draft *Health Training Package Companion Volume Implementation Guide Version 5.0* (HLT, CVIG 5.0), which provided advice on access and equity considerations . This included an explanation of applying reasonable adjustment to assessment. **Foundation skills** In all the units presented, Foundation Skills were explicit in the performance criteria. The approach to Foundation Skills in HLT units is also explained in the draft companion volume -HLT, CVIG 5.0 p23. **Unit of competency coding & titling** Unit codes complied with the policy and AVETMISS standards with a training package identifier (HLT) of three alpha characters, with other alpha characters and numbers.

		Mapping The mapping w**as** listed in the draft *HLT CVIG 5.0* Appendix B.
Standard 3 Training Package developers comply with the AISC *Training Package Development and Endorsement Process Policy*	*Yes*	Standard 3 was met. Evidence of compliance with the *Training Package Development and Endorsement Process Policy* Standard 3 included: **Development process** The necessity to develop these training products was set out in the Case for Change 2018. SkillsIQ was issued an Activity Order by the AISC in March 2019 to commence development work to update the current Certificate II in Indigenous Environmental Health Qualification. The project was overseen by the Community Sector and Development IRC which consisted of 8 members from across Australia. Members contributed guidance and consultation contacts throughout the project **Consultation** Consultation reflected the project scope, with 25 individuals across Australia consulted. Consultations were national, inclusive and sought out a range of stakeholders from industry employers and organisations, peak bodies, government, and registered training organisations (RTOs). These were the mechanisms for consultation: • Use of the networks of the WA Department of Training and Workforce Development, as the initial instigators of the project, as well as industry CfE,p6) stakeholders from various states and territories • Targeted consultation from individuals with face-to-face consultation who had the experience and technical knowledge of indigenous environmental health (CfE,p6) • Consultation activities conducted by state representatives and bodies. • Teleconferences and webinars were offered to ensure national access, and more specifically access of those operating in remote or regional areas • Throughout each key stage, states and territories have been given the opportunity to provide input through the engagement of employers, Industry Training Advisory Bodies (ITABs), State Training Authorities and various state and territory networks and representative bodies (CfE,p9) • Draft training products were published on the SkillsIQ website throughout 2019 and 2020 on

		three separate occasions: July- August; November and January-February. • There were letters of support from significant indigenous organisations • The validation period was promoted across SkillsIQ's communication channels through news blasts and targeted emails and two webinars. Feedback received during the validation period informed the development of the Final Draft.
Standard 4 Units of competency specify the standards of performance required in the workplace	*Yes*	Standard 4 was met. Units of competency specified the standards of performance required in a range of workplaces. These units reflected identified trends and future needs to ensure relevance to changes in this indigenous environmental health field.
Standard 5 The structure of units of competency complies with the unit of competency template	*Yes*	Standard 5 was met. The structure of the units complied with the template as set out in the *Standards for Training Packages.* The unit design had followed the requirements and the instructions outlined in detail on this template. They were clearly presented and accessible to users. The Editorial Report (27/8/20) indicated compliance with Standard 5.
Standard 6 Assessment requirements specify the evidence and required conditions for assessment	*Yes*	Standard 6 was met. Assessment requirements specified the performance and knowledge evidence and outlined clearly the processes to be demonstrated. Assessment conditions and assessor requirements were clearly stated.
Standard 7 Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template	*Yes*	Standard 7 was met. Editorial Report (27/8/20) also confirms compliance. Every unit presented had associated assessment requirements with a consistent style. Assessment requirements followed the required template. There were clear links between required evidence and the unit of competency.
Standard 8 Qualifications comply with the Australian Qualifications Framework (AQF) specification for that qualification type	*Yes*	Standard 8 was met. The draft qualification HLT26120 Certificate II in Indigenous Environmental Health appropriately meets the AQF Descriptor for Certificate II as it covers ' mainly routine work and as a pathway to further learning'.
Standard 9 The structure of the information for the Australian Qualifications	*Yes*	Standard 9 was met. The structure of the revised qualification complies with the qualification template. Editorial Report (27/8/20) also confirms compliance.

Framework qualification complies with the qualification template		
Standard 10 Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template	*NA*	There are currently no credit arrangements between the HLT Training Package and Higher Education (HLT, CVIG 4.2,p23)
Standard 11 A quality assured companion volume implementation guide produced by the Training Package developer is available at the time of endorsement and complies with the companion volume implementation guide template.	*Yes*	Standard 11 was met. The HLT Health Training Package Companion Volume Implementation Guide Version 5.0 (HLT, CVIG 5.0) was presented. Editorial Report (27/8/20) also confirms compliance.
Standard 12 Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.	*NA*	Standard 12 was not applicable.

Section 3 – Compliance with the training package quality principles

Note: *not all training package quality principles might be applicable to every training package or its components. Please provide a supporting statement/evidence of compliance or non-compliance against each principle.*

Quality principle 1. Reflect identified workforce outcomes

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance/non-compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Driven by industry's needs	*Yes*	These training products were devised in response to current industry needs in indigenous health. The Certificate II in Indigenous Environmental Health and the Skill Set: HLTSS00068 Indigenous Environmental Health Support Work have responded to the needs for those working with environmental issues which affect health, particularly in

Training Package Quality Assurance

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance/non-compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
		Indigenous communities where mainstream services may not exist (CfE,p4). The structure and packaging rules of the current Certificate II qualification did not meet industry needs so was revised accordingly (Consultation Guide p.4). There was a need to develop a new skill set for Indigenous Environmental Health Workers who work to support the environmental health needs of indigenous communities regarding water supply. (CVIG p8) Units have been updated to specifically address the needs of indigenous and remote environmental health contexts and the job role at Certificate II level.
Compliant and responds to government policy initiatives Training package component responds to the COAG Industry and Skills Council's (CISC) training package-related initiatives or directions, in particular the 2015 training package reforms. Please specify which of the following CISC reforms are relevant to the training product and identify supporting evidence: • ensure obsolete and superfluous qualifications are removed from the system • ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices • ensure that the training system better supports individuals to move easily from one related occupation to another • improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors • foster greater recognition of skill sets	*Yes*	The *Case for Endorsement* outlined how these training products aligned with training package quality principles. This included: • identifying and removing obsolete training products • providing through the *draft Implementation Guide* information for RTOs on implementation issues and industry's expectations of training and assessment. This includes covering a culturally appropriate and safe context for Aboriginal and Torres Strait Islander people in training providers • providing opportunities to enhance the portability of skills from one related occupation to another • presenting a skill set to increase training offerings.

Training Package Quality Assurance

Quality principle 2: Support portability of skills and competencies including reflecting licensing and regulatory requirements

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Support movement of skills within and across organisations and sectors	Yes	The Certificate II qualification has been designed to be "flexible enough to therefore allow for delivery at the community level, be accessible to those who fulfill the role within remote Indigenous communities, and accommodate the cultural aspects associated with these communities"(CfE,p5). The units are designed to suit a range of contexts and provide transferable skills in other health and community settings.
Promote national and international portability	Yes	The research and consultation for the development of these draft units has incorporated national indigenous health settings which have resulted in the units and related assessment requirements being relevant to current and future developments in this field.
Reflect regulatory requirements and licensing	Yes	No specific licensing requirements were relevant. It is noted on relevant units that plumbing work must only be performed by a person authorised by an exemption, registration or licence granted by the relevant State or Territory regulatory authority under legislation.

Quality principle 3: Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Reflect national consensus	Yes	The consultations conducted at all stages involved focussing on a national consensus from industry and other stakeholders such as STAs and RTOs and industry associations. It particularly focussed on areas such as Western Australia and the Northern Territory where there is the biggest uptake for these type of training products.
Recognise convergence and connectivity of skills	Yes	These units are applicable to a diverse range of indigenous health settings and this factor has been taken into account for their development.

Training Package Quality Assurance

Quality principle 4: Be flexible to meet the diversity of individual and employer needs including the capacity to adapt to changing job roles and workplaces

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Meet the diversity of individual and employer needs	Yes	The draft training products are designed to meet a range of individual and employer needs. The qualification has been reviewed and designed to be flexible enough for delivery at the community level, be accessible for those within remote Indigenous communities, and accommodate the cultural aspects associated with these communities (CfE p.5).
Support equitable access and progression of learners	Yes	This training product work has aimed to ensure that the units of competency and associated assessment requirements are written in a manner that allows adaptability and flexibility in terms of reducing barriers for people in regional and remote communities to upskill and gain access to acquiring a qualification that aligns to health worker job roles within the Indigenous Environmental Health sector.

Quality principle 5: Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Support learner transition between education sectors	Yes	Certificate II qualifications in the HLT Training Package are considered pathway qualifications and are suitable for a VET program for delivery to secondary students. Currently there are no credit arrangements between qualifications in this training package and higher education qualifications (CVIG,p22)

Quality principle 6: Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements

Training Package Quality Assurance

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Support implementation across a range of settings	Yes	Industry advice about delivery is provided in the draft *Implementation Guide Version 5.0 .* In the development process for the qualification the lack of flexibility in the packaging rules was addressed as it was regarded a barrier to RTOs delivering this training.
Support sound assessment practice	Yes	The assessment requirements are detailed with the frequency addressed in the performance evidence. The knowledge evidence also clearly outlines the knowledge to meet the unit requirements. The Assessment conditions list required resources, provides advice about the context of conducting assessment and assessor requirements.
Support implementation	Yes	The draft *HLT Implementation Guide Version 5*.0*.* is appropriately set out and provides advice about implementation.

Appendix F: Copy of Training Package products proposed for endorsement

Qualification

QUALIFICATION CODE	HLT26120
QUALIFICATION TITLE	Certificate II in Indigenous Environmental Health
QUALIFICATION DESCRIPTION	This qualification may be used as a pathway for workforce entry into indigenous environmental health work. At this level, work takes place under direct and regular supervision within clearly defined guidelines. No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.
ENTRY REQUIREMENTS	There are no entry requirements for this qualification.

PACKAGING RULES	9 units must be completed:
	
	• 3 core units
	• 6 elective units, consisting of:
	   ◦ at least 5 units from the list below
	   ◦ up to 1 unit from the list below, or any current endorsed Training Package or accredited course.
	
	The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

CORE UNITS	HLTPOP029	Work in a population health context
	HLTPOP030	Determine and implement disease prevention and control measures
	HLTWHS001	Participate in workplace health and safety

ELECTIVE UNITS	CHCCDE001	Support participative planning processes
	CHCCDE004	Implement participation and engagement strategies
	CHCCOM005	Communicate and work in health or community services
	CHCDIV001	Work with diverse people
	CHCDIV002	Promote Aboriginal and Torres Strait Islander cultural safety
	CHCEDU008	Share health information
	CHCGRP001	Support group activities
	HLTPOP025	Provide basic repairs and maintenance to health hardware and fixtures

	HLTPOP026	Monitor and maintain sewage or effluent systems
	HLTPOP027	Monitor and maintain water supply
	HLTPOP028	Monitor and maintain rubbish collection and disposal systems
	HLTPOP031	Provide information and support on environmental health issues
	HLTPOP032	Monitor and maintain dog health in the community
	HLTPOP033	Identify pest control strategies
QUALIFICATION MAPPING INFORMATION	No equivalent qualification.	
LINKS	Companion Volume Implementation Guide	

Skill Set

HLTSS00068	**Indigenous Environmental Health Support Work**	
Description	This skill set reflects the skill requirements for supporting the environmental health needs of indigenous communities in regard to water supply. Work involves working directly with clients and providing support to families.	
Pathways information	Achievement of these units provides credit towards a range of qualifications in the HLT Health Training Package.	
Licensing / regulatory information	Plumbing work must only be performed by a person authorised by an exemption, registration or licence granted by the relevant State or Territory regulatory authority under legislation.	
Skill set requirements	Unit code	Unit title
	HLTPOP025	Provide basic repairs and maintenance to health hardware and fixtures
	HLTPOP026	Monitor and maintain sewage or effluent systems
	HLTPOP027	Monitor and maintain water supply
Target group	This skill set is for indigenous environmental health workers seeking to broaden their skills to work with indigenous communities.	
Suggested words for statement of attainment	These competencies from the HLT Health Training Package meet industry requirements for indigenous environmental health workers to support the environmental health needs of indigenous communities in regard to water supply.	

Units of Competency

UNIT CODE	HLTPOP025
UNIT TITLE	Provide basic repairs and maintenance to health hardware and fixtures
APPLICATION	This unit describes the skills and knowledge required to perform basic repairs and maintenance to health hardware and fixtures in the home and community. This unit applies to work in a public health context and workers at this level will work under supervision within established guidelines. Plumbing work must only be performed by a person authorised by registration or licence granted by the relevant State or Territory regulatory authority under legislation. The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.
PREREQUISITE UNIT	Nil
UNIT SECTOR	Population Health

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan repairs and maintenance work.	1.1. Identify potential health risks or problems in health hardware and fixtures. 1.2. Assist in developing a work plan, that includes a timetable and priorities, to address repairs and maintenance requirements for the identified health risks under the guidance of a supervisor. 1.3. Determine the job requirements and the location in which basic repairs and maintenance are to be carried out. 1.4. Notify and coordinate with householders, community members and other community workers the proposed timetable and work plan and obtain necessary approvals. 1.5. Identify materials, tools and equipment necessary to complete the work in accordance with established procedures and check against job requirements. 1.6. Identify faults and urgent repairs that are within own area of responsibility or expertise. 1.7. Report problems that are outside area of responsibility or expertise in accordance with organisational policy and procedures. 1.8. Make referrals to other key people or outside agencies in accordance with established procedures.
2. Carry out basic repairs and maintenance.	2.1. Carry out basic repairs and maintenance in accordance with work plan, using appropriate personal protective equipment (PPE) and in accordance with organisational workplace health and safety (WHS) standards.

	2.2. Respond to unplanned events or conditions in accordance with organisational policies and procedures.
	2.3. Refer problems and gaps identified outside area of responsibility to relevant others in accordance with organisational policies and procedures.
	2.4. Obtain approval in accordance with established procedures from relevant person to address contingencies.
	2.5. Store tools and equipment in accordance with organisation policy and procedure upon the completion of work tasks or daily activities.
3. Inspect and notify completion of work.	3.1. Undertake final inspections to ensure that basic repairs and maintenance conform to requirements.
	3.2. Notify and/or document work completion in accordance with organisation policy and procedure.

FOUNDATION SKILLS	
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.	
UNIT MAPPING INFORMATION	HLTPOP001 Provide basic repairs and maintenance to health hardware and fixtures.
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for HLTPOP025 Provide basic repairs and maintenance to health hardware and fixtures

PERFORMANCE EVIDENCE	Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:
	• identified at least 2 potential health risks or problems associated with inappropriate and/or defective health hardware and fixtures and in doing so:
	  ◦ developed and implemented a work plan that included strategies to deal with each issue under the guidance of a supervisor
	  ◦ communicated with stakeholders throughout the process
	• carried out at least 2 basic repair and/or maintenance tasks on health hardware and/or fixtures.

KNOWLEDGE EVIDENCE	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:
	• organisational policies and procedures relating to repair and maintenance work, including:
	  ◦ infection control
	  ◦ manual handling
	  ◦ personal protective equipment
	  ◦ workplace health and safety (WHS) standards
	  ◦ scope of own role and responsibilities
	  ◦ approvals required and process of obtaining approvals
	  ◦ referral agencies and their roles and responsibilities

	• common faults, risks and problems associated with health hardware and fixtures and how to identify • correct selection and use of tools, equipment and materials to be used for repairs and other tasks required.

ASSESSMENT CONDITIONS	Skills must be demonstrated in workplace or in a simulated environment that reflects workplace conditions.
	
	Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies.
	
	Assessment must ensure access to:
	• use of suitable facilities, equipment and resources, including:
	    ◦ workplace health and safety (WHS) standards
	    ◦ personal protective equipment (PPE)
	    ◦ organisational policies and procedures
	    ◦ maintenance requests
	    ◦ hand and power tools appropriate to the maintenance tasks.
	
	Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

LINKS	Companion Volume Implementation Guide

UNIT CODE	HLTPOP026
UNIT TITLE	Monitor and maintain sewage or effluent systems
APPLICATION	This unit describes the skills and knowledge required to identify the basic way in which sewage systems function and the strategies needed to maintain sewage systems in the community. This unit applies to work in a public health context and workers at this level will work under supervision and within defined guidelines. Plumbing work must only be performed by a person authorised by registration or licence granted by the relevant State or Territory regulatory authority under legislation. The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.
PREREQUISITE UNIT	Nil
UNIT SECTOR	Population Health

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify potential problems and faults with sewage systems in the community.	1.1. Identify components of the sewage system in the community. 1.2. Check for signs of contamination and identify potential problems that can occur with sewage systems and household plumbing and fixtures, including septic tanks.
2. Monitor and maintain the sewage system.	2.1. Identify strategies required to prevent the transmission of disease through sewage disposal. 2.2. Assist in the development and implementation of a work plan in relation to the identified sewage system strategies, including the use of personal protective equipment (PPE) and in accordance with workplace health and safety (WHS) standards. 2.3. Report any difficulties or problems to supervisor in accordance with organisational policy and procedures. 2.4. Refer any problems or difficulties that are outside own area of responsibility or expertise to appropriate people or agencies.

FOUNDATION SKILLS	
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.	
UNIT MAPPING INFORMATION	HLTPOP002 Monitor and maintain sewage systems.
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for HLTPOP026 Monitor and maintain sewage or effluent systems
PERFORMANCE EVIDENCE	Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and: • identified at least 2 potential health risks or problems associated with sewage systems and developed and implemented a work plan that included strategies to deal with each issue.

KNOWLEDGE EVIDENCE	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:
	• organisational requirements relating to sewage systems work, including:
	  ◦ infection control
	  ◦ manual handling
	  ◦ workplace health and safety standards (WHS)
	  ◦ personal protective equipment
	  ◦ reporting requirements
	  ◦ scope of own role and responsibilities
	  ◦ approvals required and process of obtaining approvals
	  ◦ referral agencies and procedures
	• household plumbing design and fixtures and the way in which effluent and sullage waste leaves the house or building to go out to the waste disposal system
	• water and sewage plans for the community, if available
	• type, design and components of the sewage system in the community and how they function, including:
	  ◦ septic or onsite systems
	  ◦ sewage or effluent systems
	• what sewage is and the difference between effluent (black) and sullage (grey) water
	• causes of common faults, risks and problems associated with household plumbing and sewage systems and how to identify and prevent them
	• sewage disposal strategies for communities or outstations without a sewage disposal system (onsite and/or septic system or sewage and/or effluent system), including knowledge of grease trap and soakage pit, pit toilets and shallow trench latrines.

ASSESSMENT CONDITIONS	Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies. Assessment must ensure access to: • use of suitable facilities, equipment and resources, including:

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	◦ work health and safety (WHS) standards ◦ personal protective equipment (PPE) ◦ organisational guidelines and procedures. Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.
LINKS	Companion Volume Implementation Guide

UNIT CODE	HLTPOP027
UNIT TITLE	Monitor and maintain water supply
APPLICATION	This unit describes the skills and knowledge required to identify the basic way in which water supply systems function and the strategies needed to maintain water supply systems in residences within the community. This unit applies to work in a public health context and workers at this level will work under supervision within defined guidelines. Plumbing work must only be performed by a person authorised by registration or licence granted by the relevant State or Territory regulatory authority under legislation. The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.
PREREQUISITE UNIT	Nil
UNIT SECTOR	Population Health

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
3. Identify potential problems and faults with water supply systems in residences.	3.1. Identify components of the water supply system to residences. 3.2. Check for signs of contamination and identify potential problems that can occur with water supply systems and household plumbing and fixtures.
4. Monitor and maintain the water supply system.	4.1. Identify strategies required to prevent the transmission of disease through the water supply. 4.2. Assist in the development and implementation of a work plan including the use of personal protective equipment (PPE) and in accordance with workplace health and safety (WHS) standards. 4.3. Report any difficulties or problems to supervisor in accordance with organisational policies and procedures. 4.4. Refer any problems or difficulties that are outside own area of responsibility or expertise to relevant people or agencies.

FOUNDATION SKILLS	
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.	
UNIT MAPPING INFORMATION	HLTPOP003 Monitor and maintain water supply.
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for HLTPOP027 Monitor and maintain water supply

PERFORMANCE EVIDENCE	Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and: • identified at least 2 potential health risks, faults or problems associated with household plumbing design and fixtures and developed and implemented a work plan that includes strategies to deal with each issue.

KNOWLEDGE EVIDENCE	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:
	• organisational requirements relating to water supply work, including:
	  ◦ infection control
	  ◦ manual handling
	  ◦ workplace health and safety (WHS) standards
	  ◦ personal protective equipment
	  ◦ reporting requirements
	  ◦ scope of own role and responsibilities
	  ◦ approvals required and process of obtaining approvals
	  ◦ referral agencies and referral procedures
	• water and sewerage plans for the community where available
	• various sources of water, including:
	  ◦ bore water
	  ◦ surface water
	  ◦ spring water
	  ◦ rock catchments
	  ◦ soaks
	  ◦ dams
	  ◦ rainwater tanks
	• how water is accessed in the community
	• household plumbing design and fixtures and the way in which water supply enters the house or building along internal plumbing and pipes to taps and appliances
	• how to monitor water supply and common water supply contaminants
	• signs, causes and prevention of water contamination
	• common faults, risks and problems associated with household plumbing and water supply systems and how to identify them.

ASSESSMENT CONDITIONS	Skills must be demonstrated in workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies. Assessment must ensure access to: • use of suitable facilities, equipment and resources, including:

	◦ workplace health and safety (WHS) standards ◦ personal protective equipment (PPE) ◦ organisational policies and procedures. Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.
LINKS	Companion Volume Implementation Guide

UNIT CODE	HLTPOP028
UNIT TITLE	Monitor and maintain rubbish collection and disposal systems
APPLICATION	This unit describes the skills and knowledge required to identify community processes for rubbish collection and disposal, and the strategies needed to monitor and maintain rubbish collection and disposal systems in the community. This unit applies to work in a public health context and workers at this level will work under the guidance of a supervisor. No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.
PREREQUISITE UNIT	Nil
UNIT SECTOR	Population Health

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
5. Monitor rubbish collection and disposal systems in the community.	5.1. Identify potential problems that can occur with rubbish collection and disposal systems used in the community. 5.2. Identify community processes for rubbish collection and disposal. 5.3. Identify relevant workplace health and safety requirements including the use of personal protective equipment. 5.4. Identify opportunities for preventative actions to be implemented to address problems with rubbish collection and disposal.
6. Maintain the rubbish collection and disposal system in the community.	6.1. Identify strategies within own role and responsibilities to prevent the transmission of diseases through rubbish collection and disposal. 6.2. Assist with the implementation of a rubbish collection and community disposal system work plan. 6.3. Report any difficulties or problems to supervisor in accordance with organisational policies and procedures. 6.4. Refer any problems or difficulties that are outside own area of responsibility or expertise to relevant people or agencies.

FOUNDATION SKILLS	
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 Guide

TITLE	Assessment Requirements for HLTPOP028 Monitor and maintain rubbish collection and disposal systems

PERFORMANCE EVIDENCE	Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and: • identified at least 2 potential health risks or problems associated with rubbish collection and disposal systems and developed and implemented a work plan that included strategies to deal with each issue.

KNOWLEDGE EVIDENCE	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:
	• organisational requirements relating to rubbish collection and disposal work, including:
	  ◦ infection control
	  ◦ manual handling
	  ◦ personal protective equipment
	  ◦ emergency management plans
	  ◦ chemical handling
	  ◦ Material Safety Data Sheets (MSDS)
	  ◦ reporting requirements
	  ◦ scope of own role and responsibilities
	  ◦ approvals required and process of obtaining approvals
	  ◦ referral agencies and procedures
	• procedures for monitoring the integrity of the environment:
	  ◦ observing
	  ◦ reporting
	• diseases transmitted through rubbish collection and disposal and strategies to prevent transmission
	• community processes in relation to rubbish collection and disposal
	  ◦ recycling and re-using options
	  ◦ preventative systems
	• definitions and sources of rubbish
	• rubbish tip designs and environmental health considerations in terms of appropriate location of tip sites
	• tip disposal methods and organisation of tip site
	• bin designs and sizes
	• relevant workplace health and safety standards and the use of personal protection equipment.

ASSESSMENT CONDITIONS	Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions.
	
	Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies.
	
	Assessment must ensure access to:
	• use of suitable facilities, equipment and resources, including:
	  ◦ workplace health and safety (WHS) procedures
	  ◦ personal protective equipment (PPE)

	◦ organisational policies and procedures. Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.
LINKS	Companion Volume Implementation Guide

UNIT CODE	HLTPOP029
UNIT TITLE	Work in a population health context
APPLICATION	This unit describes the skills and knowledge required to apply current context, philosophy and key principles of population health to work in the community. This unit applies to work in a public health context and workers at this level will work under supervision within established guidelines. No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.
PREREQUISITE UNIT	Nil
UNIT SECTOR	Population Health

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
7. Plan for work in population health.	7.1. Research current concepts of health and its determinants. 7.2. Identify key principles to a population health approach and use to assess current work approach.
8. Gather information on the organisations that support population health work.	8.1. Identify relevant local, State/Territory and national organisations supporting population health work. 8.2. Clarify each organisation's contribution to population health work.
9. Work within the context of the population health approach.	9.1. Incorporate consideration of the historical, social, political and economic context of population health into own work. 9.2. Apply key principles of population health approach to own work. 9.3. Check all work to ensure it complies with relevant legislative and regulatory frameworks, including relevant workplace health and safety standards.

FOUNDATION SKILLS	
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.	
UNIT MAPPING INFORMATION	HLTPOP005 Work in a population health context.
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for HLTPOP029 Work in a population health context
PERFORMANCE EVIDENCE	Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and: • identified at least 3 organisations that support population health work and their contributions

	• identified and researched how work will incorporate context and key principles of population health approach relevant to work with at least 1 community or project.

KNOWLEDGE EVIDENCE	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:
	• recent public health strategies and relevant local codes of practice, legislation and regulatory frameworks
	• health determinants, including:
	  ◦ political
	  ◦ biological and genetic factors
	  ◦ physical environment
	  ◦ socio-economic factors, including:
	    - social gradient
	    - stress
	    - social exclusion
	    - work
	    - unemployment
	    - social support
	    - addiction
	    - food
	    - transport
	    - housing
	  ◦ behavioural
	  ◦ cultural
	  ◦ quality of health services
	• concepts and models of health, including:
	  ◦ medical model
	  ◦ salutogenic model
	  ◦ social view of health
	  ◦ academic and professional
	• historical, social, political and economic context of population health work and how it relates to and affects environmental health and the subsequent impact on individual and community needs
	• principles of health promotion
	• principles of population health, including those focused on working with Aboriginal and/or Torres Strait Islander communities
	• equity issues in population health
	• national, State/Territory and local health initiatives and priorities
	• the major organisations involved in population health in Australia and their contributions
	• different models of work in the population health sector, including:
	  ◦ early intervention and/or disease prevention
	  ◦ community development and education
	  ◦ health promotion
	  ◦ working with individuals
	  ◦ working with families and the community

	◦ Aboriginal and/or Torres Strait Islander environmental health worker (community funded and/or government funded) • multi-sectoral and multi-strategic approach to population health • basic Work, Health and Safety (WHS) principles.

ASSESSMENT CONDITIONS	Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies. Assessment must ensure access to: • suitable facilities, equipment and resources. Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.
LINKS	Companion Volume Implementation Guide

UNIT CODE	HLTPOP030
UNIT TITLE	Determine and implement disease prevention and control measures
APPLICATION	This unit describes the skills and knowledge required to make a basic determination of diseases present in the community and their mode of disease transmission, and to implement disease transmission control measures according to a defined strategy. This unit applies to work in a public health context and workers at this level will work under supervision and within defined guidelines. No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.
PREREQUISITE UNIT	Nil
UNIT SECTOR	Population Health

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
10. Determine diseases affecting the community.	10.1. Identify basic signs, symptoms and causes of diseases within the community. 10.2. Determine the nature of any diseases affecting the community and confirm with supervisor.
11. Work with basic environmental health strategies to limit the transmission of disease.	11.1. Discuss and confirm appropriate environmental health strategies with supervisor. 11.2. Identify appropriate control measures to limit the transmission of disease.
12. Implement environmental health strategies to limit the transmission of disease.	12.1. Identify own roles and responsibilities. 12.2. Clarify roles and responsibilities of other key people or agencies. 12.3. Identify points of contact in relation to job role. 12.4. Implement and monitor control measures to limit the transmission of diseases according to appropriate environmental health strategy and organisational requirements. 12.5. Seek feedback from the community regarding the effectiveness of control measures.

FOUNDATION SKILLS	
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 Guide

TITLE	Assessment Requirements for HLTPOP030

	Determine and implement disease prevention and control measures
PERFORMANCE EVIDENCE	Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and: • followed correct procedures to identify and address at least 2 potential diseases in the community, that included developing and implementing disease prevention and transmission control measures.

	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

KNOWLEDGE EVIDENCE	• organisational requirements relating to environmental health needs, including:
	  ◦ national, State/Territory and local health policies, goals, targets and priorities relevant to identifying health needs
	  ◦ scope of own role and responsibilities
	  ◦ other key people or agency responsibilities
	  ◦ points of contact to assist with the implementation of strategies which are outside own responsibility
	• basic signs, symptoms and causes of disease, including:
	  ◦ what germs are, including conflict and/or compatibility with traditional knowledge
	  ◦ where germs live and their source, including:
	    - raw meat
	    - rubbish
	    - sewage
	    - sick animals
	  ◦ conditions that germs need for growth, including:
	    - temperature
	    - food
	    - water
	    - time
	  ◦ what parasites are, and types of parasites, including:
	    - protozoa
	    - worms
	    - mites
	    - lice
	  ◦ diseases or infection that can be attributed to parasites, types of diseases and their signs and symptoms
	• bacterial diseases and their signs and symptoms, including:
	  ◦ Salmonella
	  ◦ Staphylococcus
	  ◦ Campylobacter
	  ◦ E-Coli
	  ◦ Tetanus
	• viral diseases and their signs and symptoms, including:
	  ◦ colds and flu
	  ◦ Hepatitis A
	  ◦ gastroenteritis

	○ Trachoma ○ Ross River Fever ○ Australian Encephalitis - diseases attributed to parasites and their signs and symptoms, including: ○ Dwarf Tape Worm infection ○ Giardiasis ○ hookworm infection ○ threadworm (or Pinworm) infection ○ scabies infection - signs and symptoms of disease, including: ○ diarrhoea ○ vomiting and/or nausea ○ fever ○ abdominal cramps and pains ○ headaches ○ lethargy ○ dehydration ○ indigestion ○ very painful muscles or joints ○ severe spasms and cramps in the neck, face and body ○ inability to control movements ○ yellowing of the skin and whites of the eyes ○ liver dysfunction ○ sore, red and watery eyes ○ skin rash ○ convulsions ○ paralysis ○ inflammation ○ coma ○ death - vehicles and agents of transmission, including: ○ water droplets in the air ○ hands ○ wind blown dust ○ water ○ vectors (insects and rodents) ○ the blood which carries germs around in the body - control measures to limit the transmission of diseases in the following contexts: ○ housing ○ water supply ○ sewage ○ rubbish collection and disposal ○ animal management ○ pest management ○ food storage and handling.

ASSESSMENT CONDITIONS	Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies. Assessment must ensure access to: • suitable facilities, equipment and resources • organisational and local environmental health strategies. Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.
LINKS	Companion Volume Implementation Guide

UNIT CODE	HLTPOP031
UNIT TITLE	Provide information and support on environmental health issues
APPLICATION	This unit describes the skills and knowledge required to provide information and support to community and householders on environmental health issues or hazards that may be of concern. This unit applies to work in a public health context and workers at this level will work under supervision and within defined guidelines. No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.
PREREQUISITE UNIT	Nil
UNIT SECTOR	Population Health

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
13. Address information needs of the community and householders.	13.1. Monitor and observe potential environmental health hazards or risks in the community and households as part of own work role. 13.2. Identify and discuss any issues of concern with community and householders to determine information needs and level of support required. 13.3. Discuss any difficulties or obstacles that may exist which have prevented the community and householders from being able to address issues of concern.
14. Provide information and support.	14.1. Provide information and support about environmental health and environmental health hazards and risks to community and householders. 14.2. Report any problems, difficulties or obstacles that are outside of area of responsibility or expertise in accordance with organisation policy and procedure.

FOUNDATION SKILLS	
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.	
UNIT MAPPING INFORMATION	HLTPOP009 Provide information and support on environmental health issues
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for HLTPOP031 Provide information and support on environmental health issues
PERFORMANCE EVIDENCE	Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and: • identified and provided information and support to at least 2 householders about environmental health issues.

KNOWLEDGE EVIDENCE	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:
	• policies and procedures for providing culturally appropriate information
	• alternative ways of providing information when cultural relationships prevent interaction
	• germ theory and disease transmission
	• environmental health hazards and risks including:
	  ◦ spraying chemicals and the effects of overuse
	• strategies for disease prevention
	• scope of own role and responsibilities
	• methods for determining information needs, including identifying how much community members and householders already know and what information still needs to be provided to assist them in making informed choices or decisions
	• procedures for reporting difficulties or obstacles to disease prevention.
	• factors that impact on environmental health including:
	  ◦ non-durable health hardware already installed in houses that constantly break
	  ◦ houses that have been poorly constructed or designed, and as a result are contributing to a range of health problems
	  ◦ large numbers of family visiting the household at any one time
	  ◦ lack of ongoing repairs and maintenance to health hardware
	  ◦ issues in relation to 'shame', including community members and householders not being able to afford to buy health hardware items, or inability to read labels and direction of use
	  ◦ cultural issues, including sleeping with dogs because they are a very important part of a person's culture and life
	  ◦ not having access to fridges and freezers to store food
	  ◦ not having access to washing machines to wash clothes
	  ◦ animal management
	  ◦ pest management.

ASSESSMENT CONDITIONS	Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies. Assessment must ensure access to: • suitable facilities, equipment and resources.

	Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.
LINKS	Companion Volume Implementation Guide

UNIT CODE	HLTPOP032
UNIT TITLE	Monitor and maintain dog health in the community
APPLICATION	This unit describes the skills and knowledge required to monitor dog health and dog population in the community and develop the necessary strategies and plans to address issues of concern. This unit applies to work in a public health context and workers at this level will work under supervision and within defined guidelines. No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.
PREREQUISITE UNIT	Nil
UNIT SECTOR	Population Health

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
15. Monitor dog health and dog population in the community.	15.1. Discuss the need to monitor dog health and population with dog owners and community members to gain support. 15.2. Consult with dog owners and community members to gather information on the health, population and condition of dogs. 15.3. Record all findings in accordance with organisation guidelines and procedures. 15.4. Report nature and extent of problem in accordance with organisation guidelines and procedures.
16. Contribute to a dog health and/or dog population control plan.	16.1. Discuss possible strategies for dog health and/or population control with other staff, community and relevant others. 16.2. Analyse preferred strategies to determine feasibility and appropriateness to the community. 16.3. Negotiate options with dog owners and/or community members. 16.4. Support the establishment of a plan of action with other staff, community and relevant others. 16.5. Identify the roles and responsibilities of self, other staff, community and other key people in the strategies discussed. 16.6. Contribute to the coordination of the plan in accordance with job role organisational requirements.
17. Implement dog health and/or dog population control plan.	17.1. Apply safe work practices and procedures in performing own role in accordance with the dog health and/or dog population control plan. 17.2. Assist community, organisation and relevant key people with implementation of their roles in accordance with the plan. 17.3. Maintain and access effective networks which contribute to the achievement of the plan.

	17.4. Record results in relation to the implementation of the plan in accordance with organisation policy and procedure. 17.5. Implement follow-up measures to maintain community dog health and/or dog population control.

FOUNDATION SKILLS	
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.	
UNIT MAPPING INFORMATION	HLTPOP010 Monitor and maintain dog health in the community
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for HLTPOP032 Monitor and maintain dog health in the community
PERFORMANCE EVIDENCE	Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and: • collaborated with at least 1 community to gain support and approval to develop and implement dog health and dog population monitoring strategies and control plans, including consulting with at least 2 dog owners and other key stakeholders.

KNOWLEDGE EVIDENCE	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:
	• organisational requirements relating to dog health and population needs, including:
	  ◦ national, State/Territory and local health policies, goals, targets and priorities relevant to identifying health needs
	  ◦ scope of own role and responsibilities
	  ◦ key people or agency responsibilities
	  ◦ points of contact to assist with the implementation of strategies which are outside own area of responsibility
	• common dog diseases, including:
	  ◦ flea infestation
	  ◦ tick infestation
	  ◦ worm infestation
	  ◦ infected sores or wounds
	  ◦ mange
	  ◦ eye and ear infections
	  ◦ ringworm infection
	  ◦ hydatid tapeworm infection
	  ◦ hookworm infection
	• factors that can lead or contribute to dogs becoming unhealthy, including:
	  ◦ hungry dogs
	  ◦ too many dogs
	  ◦ dogs whose nutritional requirements are not met

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- ◦ dogs that are not properly groomed and checked regularly for conditions such as fleas, ticks, ringworms, sores and wounds
- ◦ dogs that are not treated for conditions that may cause infection and affect their health
- ◦ dogs without access to clean and/or dry shelter
- ◦ dogs that are not wormed and immunised
- potential health issues in relation to dogs and population health, including:
  - ◦ secondary injury as a result of bites from aggressive dogs
  - ◦ potential disease risks and infections from dog bites, including tetanus
  - ◦ community members giving food to dogs and going without themselves
  - ◦ dogs as vectors or carriers of disease, including when dog plays in sewage waste and then play or lick children
  - ◦ allergies due to dog mange causing or contributing to skin disease
  - ◦ gastrointestinal infections
  - ◦ roundworm and hookworm larval migration
- the roles and responsibilities of community, dog owner, organisations and other key people or specialists in the implementation of the plan
- strategies to monitor dog health and dog population in the community and to develop the necessary plans to address issues of concern, including:
  - ◦ nutritional food sources
  - ◦ the provision of clean and dry shelter
  - ◦ dog health issues:
    - fleas and ticks
    - wounds and sore
    - mange
    - eye and ear infections
    - immunising and worming dogs
    - washing dogs
    - seeking help and support for sick dogs
  - ◦ reducing the number of internal and external parasites
  - ◦ dog sterilisation and contraception
  - ◦ euthanasia
- cultural issues which may impact on strategies
- culturally appropriate information provision
- traditional and non-traditional responsibilities and benefits of owning a dog.

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ASSESSMENT CONDITIONS	Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies.

	Assessment must ensure access to: • suitable facilities, equipment and resources. Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.
LINKS	Companion Volume Implementation Guide

UNIT CODE	HLTPOP033
UNIT TITLE	Identify pest control strategies
APPLICATION	This unit describes the skills and knowledge required to monitor pest problems in the community that could potentially affect the health of householders and community members and identify appropriate methods of control. This unit applies to work in a public health context and workers at this level will demonstrate judgement and limited responsibility within defined guidelines. No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.
PREREQUISITE UNIT	Nil
UNIT SECTOR	Population Health

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
18. Identify potential pest problems in the community.	18.1. Monitor signs of pest problems in the household and community that could potentially pose a risk to people's health. 18.2. Identify environmental conditions contributing to problems. 18.3. Discuss potential problems with householders and community members to ascertain the nature and extent of problems. 18.4. Identify type of pest, activity level and location of harbourages. 18.5. Estimate density of infestation from available evidence of pest activity. 18.6. Report findings in accordance with organisational policy and procedures.
19. Identify strategies to assist with the control of pests in the community.	19.1. Seek information on strategies and methods to control different pests in the community. 19.2. Obtain information on advantages and disadvantages and any obstacles that may exist in relation to various methods. 19.3. Seek additional advice from key people and outside agencies.
20. Determine the best form of pest eradication or control methods for the community.	20.1. Discuss potential strategies with the organisation, community and relevant others to determine the best course of action. 20.2. Assess options to determine the most effective solutions for the identified problem. 20.3. Assist in the development and implementation of a work plan in relation to the identified pest eradication or control strategies. 20.4. Identify and action issues requiring referrals to key people and outside agencies.

FOUNDATION SKILLS	
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.	
UNIT MAPPING INFORMATION	HLTPOP017 Identify pest control strategies
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for HLTPOP033 Identify pest control strategies
PERFORMANCE EVIDENCE	Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and: • identified at least 2 pest problems in the community that could potentially affect the health of householders and community members and developed and implemented a work plan that includes appropriate strategies and methods of control.

KNOWLEDGE EVIDENCE	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:
	• organisational requirements relating to pest control and community needs, including:
	  ◦ national, State/Territory and local health policies, goals, targets and priorities relevant to identifying health needs
	  ◦ scope of own role and responsibilities
	  ◦ other key people or agency responsibilities
	  ◦ points of contact to assist with the implementation of strategies which are outside own area of responsibility
	  ◦ relevant workplace health and safety (WHS) standards
	• common pests and rodents found in the area, including mosquitoes, ants, cockroaches and rodents, and the different stages of their lifecycle
	• how to set traps
	• the links between pests, including rodents and disease transmission
	• understanding of the living and breeding places of different pests and the environmental conditions which encourage them to live and breed
	• signs of pest and rodent problems
	• environmental conditions contributing to pest problems, including:
	  ◦ pools of water lying under leaking taps
	  ◦ rubbish lying around the yard or community that could potentially become a breeding ground for pests
	  ◦ houses with broken or non-existent fly wire screens and doors
	  ◦ toilet vents that are not fly proofed
	  ◦ bins without tight fitting lids
	  ◦ septic tanks that are not sealed, or lids broken
	  ◦ toilets that are blocked or broken

| | ◦ grass and reeds growing around and in sewage lagoons
◦ overflowing drains
◦ dead animals and faeces lying around
◦ dirty kitchen and food preparation surfaces
◦ dirty cupboards
◦ household rubbish that is not properly disposed of
◦ cracks or crevices in walls or ceilings
• environmental, chemical, biological prevention and control strategies and the advantages and disadvantages of each. |

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| LINKS | Companion Volume Implementation Guide |