

Education and Training Framework
for the
**Development and Humanitarian Assistance
Sector**

Scoping Report

6 February 2008

**Community Services and Health
Industry Skills Council**



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Community Services and Health Industry Skills Council Vision

Australia will have a community services and health workforce with sufficient competence that, if deployed and managed well, it will always respond appropriately to the needs of the Australian population so that their health and wellbeing is promoted, maintained, and where necessary restored.

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Scoping report background

This study scopes an education and training framework for organisations in the development and humanitarian sector that work in Australia.

The need and desire to identify the competencies required for working in the development and humanitarian assistance sector was expressed to the Commonwealth Department of Education, Science and Training (DEST) by representatives from the majority of Australia's international non-government organisations (INGOs) who came together under the auspices of the Australian Council for International Development (ACFID). This need includes field experience that achieves competency on the job.

DEST has funded the Community Services and Health Industry Skills Council to scope the development of an Education and Training Framework for the development and humanitarian assistance (D&HA) sector.

The Community Services and Health Industry Skills Council (CSHISC) is the recognised national peak body leading the development of an integrated approach to skills development for the community services and health industries in the Vocational Education and Training (VET) sector. It manages development and review of the Community Services Training Package and Health Training Package. In addition, the CSHISC is responsible for the maintenance and continuous improvement of the World Vision ZWV05 Humanitarian Relief Enterprise Training Package and any associated products¹. Other industry skills councils play a similar role for their designated industries².

Purpose of the Education and Training Framework

The D&HA National Education and Training Framework aims to:

- form a benchmark for the D&HA sector
- provide a more standardised, national approach to recruitment, salaries, skills recognition and career progression.

Defined assessment criteria within the framework will facilitate:

- flexible delivery for new and existing staff
- recognition of prior learning and current competencies
- completion of units of study by staff in their own time in remote locations around the world.

Australian rather than trans-national scope

Many organisations in the Australian D&HA sector are Australian presences of international organisations. Many people described in this report as Australian-recruited are, in fact, recruited from countries other than Australia. Additionally, many D&HA organisations in other countries are grappling with the same issues of workforce development that this Scoping Report addresses. The Australian D&HA Education and Training Framework that is considered in this report might, in a generic and more international form, be applied trans-nationally. However, to support timely and achievable implementation of an Education and Training Framework in Australia, this Scoping Report considers an approach that suits the Australian context.

¹ CS&H ISC DEST Contract 2007

² Links to information about the Industry Skills Councils are available at www.ntis.gov.au.

About the development and humanitarian assistance sector

The framework covers staff of Australian development and humanitarian assistance organisations working in Australia and overseas. The organisations' overseas staff may be locally or Australian-recruited. The organisations may be:

- non-government organisations (NGOs/INGOs) - from the not-for-profit D&HA sector
- Managing Contractors (MCs) – from the for-profit D&HA sector.

The business of development and humanitarian assistance covers:

- development – based around project cycle management and covering policy development, building capacity of communities, curriculum reform, justice, infrastructure, governance, leadership, financial management, agriculture, health, education and water and sanitation
- emergency preparedness and response – based around project management and covering areas that include food distribution, shelter, water and sanitation, camp management, security and logistics
- organisational administration and infrastructure – based around values, people management, leadership and management, and covering areas that include fundraising, human resources, finance, programming and management. Some organisations put considerable effort into systemic advocacy, community education, promotion and campaigning.

The larger Australian NGO/INGO organisations are moving from a development focus to an integrated delivery of development and emergency response.

AusAID is the major funding body for the Australian D&HA sector. AusAID's aid program has the organising theme:

- accelerating economic growth
- fostering functioning and effective states
- investing in people
- promoting regional stability and cooperation³.

Scoping methodology

The scoping exercise has involved:

- establishing a database of stakeholders and potential participants in the project
- determining the size and scope of the workforce addressed by the project
- interviewing relevant stakeholders
- collecting job descriptions, award definitions, pay rates and relevant course materials to obtain insight into the nature and functions of the range of job roles in the sector
- mapping job roles against existing units of competency that may meet the job role requirement
- research to determine relevant existing qualifications, staff development or other training
- collecting existing research reports and papers to develop a background paper as a consultation tool to engage stakeholders.
- convening a National Industry Reference Group to review and provide feedback to a draft of the scoping paper on 17 September 2007 in Melbourne. See member list and attendance list in attachments 1 and 2.

People consulted and reports identified are listed in Attachments 3 and 4.

³ *Australian Aid: Promoting Growth and Stability, A white paper on the Australian Government's overseas aid program*, AusAID, April 2006

This Scoping Report:

- identifies the range of job roles within the development and humanitarian assistance sector
- identifies qualifications, units of competency and skill sets in existing national Training Packages to match job roles
- identifies gaps in Training Packages
- recommends changes and additions to Training Packages to ensure that they include qualifications, skill sets and units of competency that together form an education and training framework for the D&HA sector
- recommends a process to progress the development of a national framework
- identifies key sources of information and expertise to inform the development of the changes and additions
- recommends strategies, targeting the D&HA sector, to
 - raise awareness of the education and training framework that will be provided by the Vocational Education and Training sector
 - increase understanding of how the education and training framework can be used to maximise business capability both in Australia and overseas.

Terminology

The D&HA sector uses a number of terms that may not have the same meaning to people outside the sector. To reduce misunderstanding, the meanings of terms used in the Scoping Report are:

- in country refers to an overseas location where aid or development is delivered
- locally-recruited refers to a local person (sometimes called a national) who has been recruited in country to work in the delivery of aid or development
- Australian-recruited refers to persons, recruited in Australia, although perhaps from outside the country (for example New Zealand), for the delivery of aid or development in country
- developmental work refers to project or program work in country that is not part of an emergency response
- emergency response refers to the range of work involved in responding to natural disasters or conflict induced emergencies.

Australia's Vocational Education and Training (VET) sector

Australia's Vocational Education and Training (VET) sector⁴ is a nationally consistent, industry-led system designed to:

- provide high-quality skill outcomes to maintain individuals' employability and increase their productivity
- provide nationally recognised qualifications
- improve the competitiveness of enterprises and the nation.

Training organisations operating in the VET sector must be registered under the Australian Quality Training Framework (AQTF 2007) in order to deliver, assess and issue Australian Qualifications Framework (AQF) aligned qualifications or statements of attainment in endorsed Training Packages and accredited courses.

⁴ The sector is widely referred to as the 'VET sector', although formally known as the National Training Framework (NTF). In this Scoping Report, the term VET sector is used to avoid confusion with the focus of the scoping exercise, which is an "Education and Training Framework for the Development and Humanitarian Assistance Sector".

The VET sector has a diverse group of stakeholders, including Australian, State and Territory governments, peak industry groups, peak education bodies and government and non-government VET providers.

Key characteristics of the VET sector include:

- being the largest education sector with over 1.68 million students enrolled in publicly funded VET in 2006
- participation rates in VET that extend throughout a person's working life. For example, in 2006, over 300,000 students were in the 45-64 year age group
- operating under a national training system which is industry-led, competency-based, nationally consistent and quality assured
- programs that can be undertaken through multiple paths connecting schools, post-secondary institutions, the workplace, and articulation between the VET and higher education sectors. A key path is Australian Apprenticeships, a national scheme covering apprenticeship and traineeship arrangements
- training providers which must be Registered Training Organisation (RTOs).
- qualifications that are awarded under the Australian Qualifications Framework (AQF) and include Certificates I to IV, Diploma, Advanced Diploma, Graduate Vocational Certificate and Graduate Vocational Diploma
- giving state and territory governments primary responsibility for managing and administering VET within a framework of national policies and strategies. Some functions include regulating RTOs, allocating funding to both public and private providers, and managing TAFEs.

National industry Training Packages

Training Packages are central to VET in Australia. Their purpose is to make training and regulatory arrangements simple, flexible and relevant to the needs of industry.

Training Packages are:

- developed by industry for industry
- encourage training at work
- provide many paths to competency.

A Training Package comprises two components – endorsed materials and support materials. The National Quality Council (NQC) oversees endorsement.

Endorsed components of a Training Package consist of three parts:

- competency standards
- national qualifications
- assessment guidelines.

Training Packages undergo periodic review to ensure their currency.

Attachment 7 provides more information and lists websites relating to Training Packages.

The scoping activities for this project have included identifying and mapping a range of D&HA job roles against existing qualifications and units of competency in the following Training Packages:

- BSB07 Business Services Training Package (Endorsed in 2007)
- CHC02 Community Services Training Package (In review phase 2)
- CUE03 Entertainment Training Package (Endorsed in 2003)
- FNS04 Financial Services Training Package (Endorsed in 2004)
- HLT07 Health Training Package (Endorsed in 2007)
- PRS03 Asset Security Training Package (Endorsed in 2003)
- PUA00 Public Safety Training Package (In review phase 2)
- TAA04 Training and Assessment Training Package (Endorsed in 2004)

- TLI07 Transport and Logistics Training Package (Endorsed in 2007)
- THT02 Tourism Training Package (Currently awaiting endorsement after review)

World Vision has developed the ZWV05 Humanitarian Training Package which is an enterprise Training Package and therefore not in the public domain. However, in a commitment to development of an industry-wide D&HA Education and Training Framework, World Vision is making its Training Package available as a source document .

Skill sets

Qualifications for the VET sector are normally developed to deliver a range of skills and knowledge that align with identified job roles in industry. The qualifications usually comprise core and elective units of competency.

A skill set (sometimes called skill cluster) is a single unit of competency or combination of units which link to a license or regulatory requirement, or defined industry need. Competence in the unit or units that form a skill set would be nationally recognised and acknowledged through a Statement of Attainment rather than through a full qualification credential.

Skill sets are industry-defined. They are usually designed to identify specific skills and knowledge required for work in a designated area and may build on the competencies acquired in one qualification to provide a path to enter a different area of work. Skill sets that comprise of units of competency from a range of qualifications in the HLT07 Health Training Package are in place for work in allied health assistance, client safety, clinical coding, aromatherapy and other areas. Similarly, the development of a D&HA Education and Training Framework may identify skill sets that reflect the sector's needs.

Development and review of Training Packages

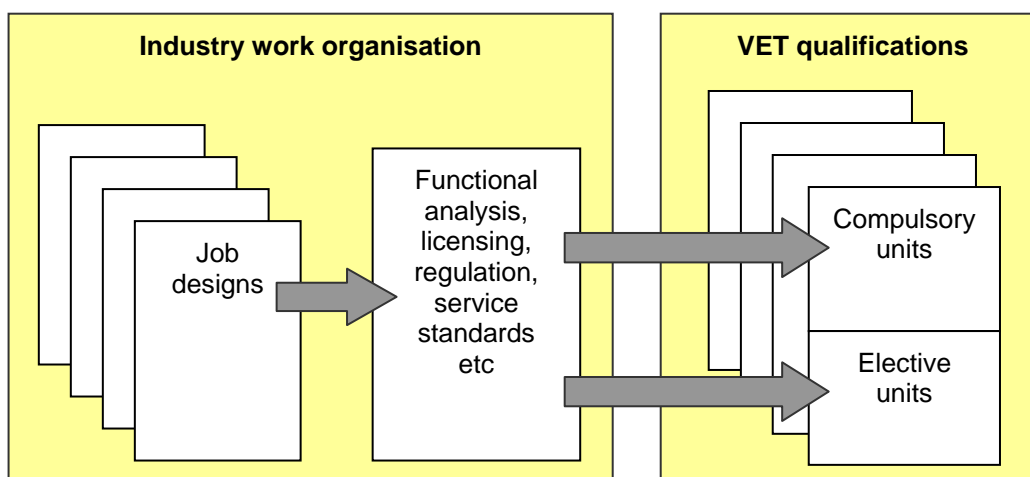
The development and review of national Training Packages uses functional analysis to determine the scope of job roles and competency required. Using a qualitative approach, project teams seek to validate and verify assumptions throughout the development and review process by utilising industry expertise through a variety of means, including project governance, focus groups and surveys.

The Community Services and Health Industry Skills Council (CS&H ISC) has successfully applied this functional analysis over several years to develop and review the health Training Package and for the current review of the CHC02 Community Services Training Package.

The development of VET units of competency and qualifications is linked to workplace performance and must lead to a vocational outcome. Regulatory requirements, including occupational health and safety, need to be considered when developing qualifications and units of competency.

When a qualification is being developed, there are two critical factors in getting national portability and consistency:

- compulsory units of competency – the core that must be demonstrated by any worker in all contexts
- elective units of competency – the flexibility to accommodate work context variation.



Once developed, draft qualifications and units of competency are validated through:

- web-based feedback tools and processes
- focus groups
- distribution of draft documents to identified stakeholders.

The CSHISC approach to Training Package development and review includes establishing Industry Reference Groups (IRGs) for key sectors to:

- consider and guide development of units of competency
- identify stakeholder engagement imperatives
- influence the preparation of materials for industry consultation and consider draft documents and units of competency.

It is always acknowledged that IRGs are only a subset of the broader industry stakeholder group and, as such, the previously described validation processes ensure industry feedback.

Development of new qualifications and units of competency

To avoid duplication and maximise portability between industries and industry sectors, the National Quality Council (NQC) and Commonwealth Department of Education, Science and Training require rationalisation of qualifications and units of competency. That means if a suitable qualification or unit of competency already exists, an industry sector must make a compelling argument for development of any new qualifications or units of competency for their sector or context of work. The Scoping Report has identified areas of work particular to the D&HA workforce that are already covered by units of competency or qualifications in existing Training packages.

The workforce

The development and humanitarian assistance sector comprises two broad types of organisations: non-government organisations (NGOs) and managing contractors. Some organisations in the Australian D&HA sector are Australian presences of international organisations. International NGOs, such as Oxfam, are known as INGOs.

Some international organisations in the Australian D&HA sector may have to consider the development of Australian competency standards and their organisation's internal, trans-national standards.

NGOs and INGOs

The Australian Council for International Development (ACFID) is an independent national association of Australian non-government organisations working in

international development and humanitarian assistance. ACFID has approximately 70 member organisations, ranging in size from large, multi-program organisations employing several hundred people in Australia and overseas, to small, single program organisations run by a handful of volunteers.

Larger member organisations include:

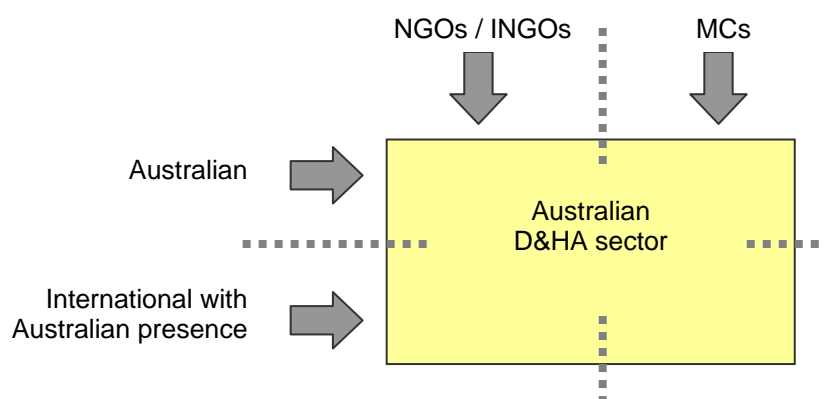
- Australian Volunteers International
- Australian Red Cross
- CARE Australia
- Caritas Australia
- Christian Blind Mission International (Australia)
- Oxfam Australia
- World Vision Australia (by far the largest with over 600 staff).

Managing contractors

A managing contractor (MC) is the lead organisation overseeing the project management role of an aid and development contract. MCs in Australia include:

- large organisations, such as Cardno ACIL, Coffey International Development, GRM International and Hassall & Associates International
- subsidiary companies of universities, such as UniQuest (University of Queensland)
- smaller organisations with specialist expertise in areas such as policy, water and sanitation, education, curriculum reform and population health, for example Global Justice Solutions – law and justice and Jane Thomason International – health,.

Diagram 1: Broad types of organisations operating out of Australia



Workforce size

The D&HA workforce is located in Australia and overseas. Overseas employees include locally-recruited workers in the country where the programs are delivered. Additionally, volunteers play a significant role both in Australia and in country.

The size of the Australian D&HA workforce is estimated between 2,000 and 3,000 in Australia and in excess of 10,000 overseas.

Oxfam, one of the large INGOs, has approximately 200 employees in Australia and 400 overseas, mostly locally-recruited.

World Vision Australia is larger. The AMC Coffey International Development has 60 employees in corporate roles in Australia and 500 project workers, of which about 200 are locally-recruited.

Many D&HA organisations maintain a database of external project/program workers with particular expertise, who may undertake short-term roles in the organisations' projects/programs.

Work roles

Work roles in the Development and Humanitarian Assistance sector are grouped as corporate roles and program roles, including emergency relief.

Corporate roles cover:

- administration
- advocacy and campaigning
- events management
- executive management
- finance
- fundraising
- human resources
- marketing and communications
- volunteer management
- volunteer work.

Program roles include:

- capacity building
- community development
- emergency planning and preparedness
- emergency relief
- project management
- risk management
- safety and security.

Work in development programs involves a wide range of specialist areas, including water and sanitation, agronomy, policy development, education, curriculum reform, justice, population health and HIV/AIDS. Oxfam maintains an international register of people able to work in the following specialist areas:

- advocacy coordination
- communications coordination
- finance control
- food security and livelihoods
- human resources coordination
- livelihoods coordination
- logistics coordination
- logistics
- media coordination
- monitoring and evaluation
- partnership liaison coordination
- public health coordination
- public health promotion
- program coordination
- senior human resources management
- senior program management
- shelter coordination
- water and sanitation coordination
- water and sanitation engineering.

Position descriptions and organisational charts identified by the scoping exercise are presented in Attachment 4.

Emergency response work involves specialist work in areas, such as:

- agronomy

- community mobilisation
- education
- engineering and construction
- field communications
- information/communications technology
- livelihood development
- logistics
- media and communications
- medical
- population/environmental health
- psycho-social services
- security
- security / protection.

Much of this work is done by people working temporarily in the D&HA sector in response to an emergency.

Issues and recommendations

Key aspects of the D&HA sector that will determine the nature and scope of the D&HA Education and Training Framework are that:

- the sector delivers services in the broad areas of development and emergency response
- locally-recruited employees working in country form about 75 per cent of the workforce. Capacity to deliver formal, accredited training to this workforce is uncertain at this time
- most jobs in Australia are filled by people who have obtained mainstream qualifications in the higher education or VET sector and, after induction, are applying them successfully in the sector
- for many job roles in country, filled by Australian-recruited workers, the skill shortage is not technical. What are needed are the skills and experience to deploy and apply their technical skills effectively, and live in the relatively unstructured, cross-cultural environment of a developing country and/or emergency response context
- many key development jobs in country involve skills in management, community development and/or project management
- emergency responses require a wide range of skills. Most Australian-recruited emergency response job roles are short term and filled by people on leave from work in Australia. In addition to the technical skills they apply in Australia, they need the generic competencies to deploy in an emergency response context, and, for some technical areas, further technical skills not normally applied in Australia.

Embedding training in the VET sector

Australia's VET sector is an established, nationally consistent, industry-led system designed to:

- provide high-quality skill outcomes to maintain individuals' employability and increase their productivity
- provide for nationally recognised qualifications
- improve the competitiveness of enterprises and the nation.

It includes a number of Training Packages containing qualifications that cover many job roles in the D&HA sector, including:

- administration
- capacity building
- community development
- construction
- electronics
- engineering
- events management
- finance
- management
- marketing and communication
- human resources management
- project management
- logistics.
- transport
- water supply
- mechanics
- ICT
- training
- volunteering.

The qualifications are in the public domain⁵.

With relatively minor additions that are outlined in the following sections, qualifications and units of competency from existing relevant Training Packages can provide an established foundation for the D&HA sector's Education and Training Framework.

Recommendation 1

The D&HA Education and Training Framework should integrate with the VET sector to form a map of relevant existing Training Packages in the VET sector. This framework can be updated to accommodate the sector's requirements.

Understanding of Vocational Education and Training

Although there seems to be considerable Australian and international interest in competencies for the D&HA workforce, the D&HA sector in Australia is likely to have limited exposure to and understanding of the Australian VET sector, its national industry Training Packages, quality framework competency-based assessment, and opportunities for increasing organisations' operational capability.

The VET sector has a wide range of resources to inform stakeholders about the sector, its benefits and how to engage effectively. Some of these resources may need to be customised to better engage D&HA sector stakeholders.

The CSHISC and the D&HA sector have established a communication infrastructure and strategies for stakeholder engagement. These can be used to engage and inform the sector and interested RTOs.

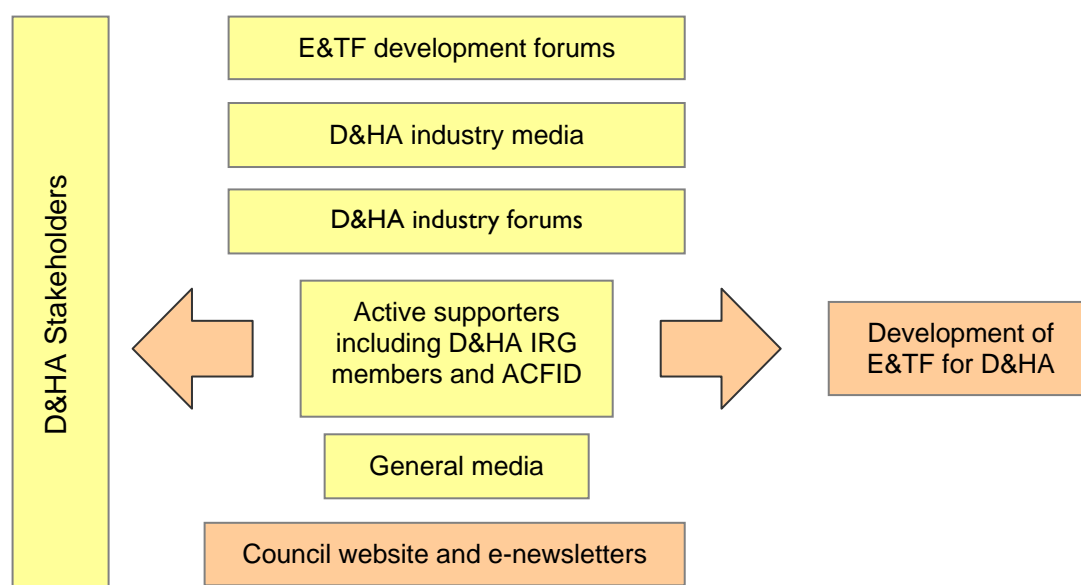
Recommendation 2

A communication strategy should be implemented to ensure that the D&HA sector's stakeholders understand the VET sector, its potential benefits and how to engage with it during development of the D&HA Education and Training Framework.

⁵ Detailed information about VET sector Training Packages and qualifications is available on the National Training Information Service website (www.ntis.gov.au).

However, the success of any communication strategy must rely on D&HA sector organisations' internal communications and consultations with staff in a range of work roles.

Diagram 2 – Stakeholder information flows during development of the D&HA Education and Training Framework (E&TF)



International recognition of competencies

A number of Australian and international organisations are developing competency-based approaches to their recruitment and training processes. Some D&HA sector training courses offered internationally are gaining informal recognition as a standard. An example is the Fritz Institute's logistics and supply chain training (see www.fritzinstitute.org).

Many competencies identified during this scoping exercise seem generic and brief, compared to units of competency in Australia's VET sector.

International competencies and training courses identified by the Industry Reference Group will be used to inform the development of units of competency for the D&HA sector Education and Training Framework.

Recommendation 3

To support international skills recognition pathways, the Australian D&HA sector should identify and agree on an existing set of sectoral benchmark competencies with significant international acceptance. Qualifications and skill sets included in the D&HA Education and Training Framework can then be mapped against those international competencies.

Context and terminology

The D&HA Education and Training Framework and any new units of competency developed for the framework will introduce a new work context and new terminology to the VET sector. Any new units of competency will be in the public domain. It is important to avoid confusion within and outside the D&HA sector. The context for

D&HA work includes overseas work and work in emergency responses. Some terminology may be seen as sector jargon by people outside the sector. Other terms may be misinterpreted.

Examples of terminology that may have another meaning outside the context of the D&HA sector might include:

- the developing world
- in country
- nationals and internationals
- development
- emergency which might include a tsunami
- relief, response and aid
- safety and security in a context that might include war.

Recommendation 4

The work context and sector-specific terminology introduced to the VET sector should have a shared understanding for stakeholders in the D&HA sector and be recognised by other industries and sectors as applying to the D&HA sector. The project team should seek advice on the issue of terminology from a D&HA Industry Reference Group.

The unpaid workforce

Unpaid workers (volunteers) play a significant role in the D&HA sector, both in Australia and in country. The D&HA Education and Training Framework might include skill sets for volunteers and for their management. The current review of the Community Services Training Package will address training needs of volunteers and volunteer managers. More information about the review of the CHC02 Community Services Training Package (CHC02 Review) is available on the CS&H ISC website (www.cshisc.com.au) under the projects link.

Recommendation 5

To develop the effectiveness of volunteers in the D&HA sector, the D&HA sector should engage in the current review of the CHC02 Community Services Training Package to address potential skill sets for volunteers and their management.

Orientation to the sector

The majority of D&HA sector job roles based in Australia are in the areas of:

- administration
- events management
- finance
- fundraising
- human resources
- management
- marketing and communications
- volunteer management
- volunteer work.

The work is comparable with equivalent roles in other industry sectors. People coming to the sector with relevant qualifications and experience in other sectors are

able to work effectively after an induction and orientation. The induction usually includes an introduction to the sector.

The Community Services Training Package and the Health Training Package have a number of units of competency that contextualise work in a particular sector. An example from the population health sector is provided in Attachment 8. The content of a similar unit of competency for the D&HA sector could be informed by a range of organisation-specific induction processes and courses provided by the Australian Council for International Development, RedR and Australian Red Cross.

Recommendation 6

- To provide all D&HA workers with the skills and knowledge required to work effectively in the sector, a unit of competency or skill set should be developed to address the underpinning principles of humanitarian development work, key components of and stakeholders in the sector, legislation, regulation, ethics and codes of practice applying to the sector, organisational initiatives and policy directions, terminology and key issues that impact on competency requirements.

Locally-recruited employees in the sector

D&HA organisations employ a significant number of locally-recruited workers in their overseas programs. By including locally-recruited employees in an education and training framework, the D&HA organisations can increase the quality and flexibility of their services by fostering:

- accuracy and efficiency
- good work safety practices
- better client service.

The Australian VET sector includes qualifications and a range of Australian Qualification Framework levels that may suit locally-recruited employees in the Australian D&HA workforce. However, delivery of training overseas to the standard required by the Australian Training Quality Framework, AQTF 2007, is likely to be expensive.

Although issues relating to overseas delivery to locally-recruited employees are beyond the scope of this education and training framework, they need to be considered when developing an implementation strategy.

D&HA organisations often recruit locals with high level qualifications, attracted by relatively high salaries. However, it is possible that the organisations may have to introduce locally-recruited employees to:

- the culture, ethics, policies and procedures of the organisation
- formal vocational training and assessment.

If the D&HA Education and Training Framework is to be used to develop the skills of the locally-recruited workforce, the framework should include pathway qualifications and units of competency for these staff to work effectively in a workplace.

Many qualifications relevant to the work of Australian-recruited employees in the D&HA sector will be at Certificate IV level or above. However, many industry Training Packages include qualifications at Certificate III, Certificate II, and occasionally at Certificate I levels⁶. Employing organisations remain responsible for the induction of their employees, however, these qualifications might form useful pathway qualifications for locally-recruited employees in the D&HA sector.

⁶ Appendix 2 presents information about the Australian Qualifications Framework, including features of each level of qualification in the VET sector.

Recommendation 7

To meet the training needs of locally-recruited employees, the D&HA Education and Training Framework should include pathway qualifications at AQF levels III and II and perhaps even level 1.

Working in a cross-cultural environment

Almost all work undertaken in country will be in a cross-cultural environment, both for Australian-recruited and locally-recruited workers. The existing unit of competency HLTHIR403B Work Effectively with Culturally Diverse Clients and Co-workers builds skills in the cultural awareness required for effective communication and cooperation with persons from diverse cultures.

Cross-cultural work in the D&HA sector should encompass:

- using a partnership model to deliver programs that involve an international and a local organisation
- clients and co-workers (including in partner organisations) that work at some distance from each other.

Recommendation 8

Both Australian and locally-recruited workers, working in country, should be able to work effectively in a cross-cultural context. The existing unit of competency HLTHIR403B Work Effectively with Culturally Diverse Clients and Co-workers may address the necessary skills. The D&HA sector should review the unit and determine its suitability in an international cross-cultural context, for both locally and Australian-recruited workers.

Living and working in country

Australian-recruited employees working in country also live there. They need the skills to maintain their own health, psycho-social wellbeing, safety and security in a developing social, political and economic environment. The skills must be applied both at and outside work.

A number of existing D&HA sector courses attempt to address this need. Outlines of RedR and Australian Red Cross courses have been collected in the scoping exercise. A number of emergency operations program competencies have also been received from Save the Children UK. The Humanitarian Distance Learning Centre and Antares Foundation could also be useful sources of further information.

Recommendation 9

A unit should be developed to provide the in country international development workforce with the skills to maintain their own health, wellbeing, safety and security. A second unit should be developed to provide the skills needed to manage these issues in a team.

Assessment and evidence of competence

The quality of training outcomes in the VET sector is underpinned by formal assessment by qualified assessors who are auspiced by a Registered Training Organisation. People are considered competent when they can apply their knowledge and skills to successfully complete work activities in a range of situations and environments, in accordance with the standard of performance expected in the

workplace. Assessors make judgements of competence based on evidence. Evidence must be valid, sufficient, current and authentic.

Valid and sufficient evidence of competence in skills and knowledge required for deployment in country could probably not be gathered from pre-deployment courses. Further evidence gathered during or after deployment should be included. Suitable evidence might be gathered, with permission, from:

- a supervisor – interview or report
- examples of work completed – reports, photographs, videos
- third-party testimonials
- de-briefing reports
- an interview after deployment.

To gather this evidence, employing organisations and workplace supervisors need to be supportive. Gathering evidence in an emergency response context is likely to be particularly difficult.

Recommendation 10

For judging competence, particularly relating to work in country, D&HA sector organisations need to establish a range of support structures and strategies that assist candidates for assessment and their assessors when gathering evidence of competence.

Community development

Community development skills are applied in many development projects. The Community Services Training Package, which includes community development units of competency and qualifications is currently under review. Draft 1 has been presented for industry validation and includes the following draft community development qualifications:

- CHC5140X Diploma of Community Development
- CHC4190X Certificate IV in Community Development
- a potential pathway qualification into community development work in the draft qualification, CHC3080X Certificate III in Community Services Work.

The Draft 1 versions of the framework for these qualifications are presented in Attachment 9.

It is likely that these generic qualifications, with the inclusion of new D&HA sector specific electives recommended elsewhere in this report, will address much of the sector's specific additional requirement.

Recommendation 11

The D&HA sector should review the CHC02 Community Services Training Package to ensure that the community development units of competency and qualifications are suitable for an overseas, international development context and for locally-recruited employees.

Capacity building

Australian-recruited managers working in country often need competence in building team capacity. The VET sector includes a range of qualifications and units of competency that address this. Community development qualifications are already mentioned. The HLT07 Health Training Package includes the unit of competency HLTPOP505B Build Capacity to Promote Health.

The revised BSB07 Business Services Training Package will include the new qualifications:

- BSB80107 Vocational Graduate Diploma in Organisational Learning and Capacity Development
- BSB70207 Vocational Graduate Certificate in Organisational Learning and Capacity Development.

There are also a range of units of competency relating to building capacity in self or others that are listed in Attachment 11.

The TAA04 Training and Assessment Training Package includes units of competency relating to training, assessing, coaching and mentoring.

Recommendation 12

To provide in country program managers with skills to build team capacity, relevant units of competency should be included in the D&HA Education and Training Framework.

Project cycle management

Project cycle management skills are also applied in many development projects. The project cycle includes project design, funding, development, monitoring, risk management, and review and evaluation. In the project management cycle, D&HA organisations are becoming increasingly accountable to assure funding bodies that resources are used effectively⁷.

For many in country projects, parts of the project cycle may be managed from Australia. Project managers need skills to work effectively in these work arrangements.

The international, transnational, cross-cultural and organisational partnership nature of many D&HA projects introduce risks to projects that may require risk management skills.

The BSB07 Business Services Training Package, which includes project management units of competency and qualifications, is currently awaiting endorsement after being reviewed. The Training Package includes the following project management qualifications:

- BSB60707 Advanced Diploma of Project Management
- BSB51407 Diploma of Project Management
- BSB41507 Certificate IV in Project Management.

The framework for the qualifications is presented in Attachment 10.

These are generic qualifications that make few assumptions about the focus or context of the projects being managed and have only compulsory core units for the qualifications. Additional units of competency, beyond the scope of these project management qualifications, may have to be undertaken to provide the skills for living and working in an international development context.

⁷ World Vision International are building capacity in this area using their Design, Monitoring and Evaluation (DME) Resources (www.transformational-development.org).

Recommendation 13

The D&HA sector should review the project management qualifications in the BSB07 Business Services Training Package to ensure that the units of competency and qualifications address the project cycle management needs of the D&HA sector and that they can be contextualised for project cycle management in an international, cross-cultural development environment that may include some long distance management.

Partnership models

Many development projects are conducted with an in country partner organisation, in line with the 2005 Paris Declaration on Aid Effectiveness which calls for closer partnerships between aid agencies and partner countries through the delivery of aid via the partner country's budget and the use of its procurement, accountability and financial management systems when possible.

The CHC02 Community Services Training Package, the BSB07 Business Services Training Package, the PSP04 Public Sector Training Package and World Vision's ZWV05 Humanitarian Training Package include units of competency relating to partnerships. The units are:

- CHCCD19A Establish and Maintain Community, Government and Business Partnerships
- BSBATSIC411A Communicate with the Community
- PSPCOM503A Build and Maintain Community Relationships
- PSPMNGT613A Develop Partnering Arrangements
- ZWV03PR4003A Assess Local Partner Capacity.

Recommendation 14

The D&HA sector should review existing units of competency relating to partnerships to ensure that the skills to work in a partnership model are addressed.

Emergency response

Humanitarian emergency responses are generally triggered by natural disasters or by conflict induced emergencies. Complex humanitarian emergency responses may include stages, such as an initial response stage, a post-crisis stage and a rehabilitation/development stage. Skills required for post-crisis rehabilitation work may overlap with skills needed for development work. The aid is often delivered in an unstable physical and social environment with unreliable infrastructures.

Emergency response work involves specialist work in areas, such as:

- agronomy
- community mobilisation
- construction
- education in emergency
- engineering
- field communications
- field security
- food security
- GIS mapping
- humanitarian protection
- information/communications
- water and sanitation.

- technology (ICT)
- livelihood development
- logistics
- mechanics
- media and communications
- medical response
- partnership management
- pharmacy services
- psycho-social services (including psychological first aid)
- population/environmental health
- response team management
- situational assessment.

Logistics includes air operations (people and goods), fleet management and maintenance procurement, shipping, storage, supply chain and transport. Construction includes buildings, roads, bridges and airfields.

RedR delivers three pre-deployment courses:

- Essentials of Humanitarian Practice
- Personal Security and Communications
- Humanitarian Logistics.

The first two RedR courses cover areas, such as:

- codes and standards
- communication and interpersonal skills in the field
- context of emergency response work
- cultural and gender issues
- ethics
- field communications
- humanitarian law
- managing stress
- marketing and images
- media awareness
- personal health
- personal security
- pre-deployment planning
- roles of various players
- technical sectors.

For more risky environments involving lawlessness, political instability and war, pre-deployment training includes:

- an introduction to security management
- basics of negotiation
- compasses and GPs
- crowds and mobs
- field communications equipment
- field communication protocols
- mines and explosives
- weapons awareness.

- movement under fire
- personal and team security
- preparedness and evacuation
- situational awareness
- trip planning
- vehicle check points/road blocks.

Scoping for the D&HA Education and Training Framework has not been able to identify units of competency specifically covering these areas, however, units of competency in the PUA00 Public Safety Training Package (currently in Phase 2 of a review), particularly in the industry wide and emergency services sector may inform the development of new units of competency for this area. PUA00 qualifications include:

- PUA60704 Advanced Diploma of Public Safety (Community Safety)
- PUA60104 Advanced Diploma of Public Safety (Emergency Management)
- PUA51004 Diploma of Public Safety (Community Safety)
- PUA41104 Certificate IV in Public Safety (Community Safety)
- PUA41004 Certificate IV in Public Safety (Leadership)
- PUA31404 Certificate III in Public Safety (Community Safety)
- PUA40200 Certificate IV in Public Safety (SES Leadership)
- PUA30500 Certificate III in Public Safety (SES Operations)
- PUA20500 Certificate II in Public Safety (SES Operations).

Defence sector qualifications in the PUA00 Public Safety Training Package include units of competency, such as:

- constructing temporary roads and tracks
- constructing field structures
- constructing wet and dry gap crossings
- loading and unloading platforms
- operating a field water-point
- operating communications equipment
- operating a mobile field laundry system
- operating a mobile field shower system.

Units of competency in the PRS03 Asset Security Training Package may also be relevant to development of new units of competency for this area. Qualifications include:

- PRS50103 Diploma of Security and Risk Management
- PRS40103 Certificate IV in Security and Risk Management
- PRS30103 Certificate III in Security Operations
- PRS20103 Certificate II in Security Operations
- PRS10103 Certificate I in Security Operations

Recommendation 15

Units of competency should be developed to address deploying and applying technical skills effectively and safely in a humanitarian emergency response, and deploying and applying technical skills effectively and safely in a humanitarian emergency response in an insecure environment, as well as managing a humanitarian emergency response.

Existing units of competency in the PUA00 Public Safety Training Package and PRS03 Asset Security Training Package may inform development of the new units.

Emergency planning and preparedness

A number of NGOs in the D&HA sector plan and prepare for emergency relief. This is a growing area in Australia where, previously, most organisations focused on development work.

Logisticians and people with other technical roles deployed in an emergency response need skills in planning and preparing for an emergency response.

Logisticians play a key role in planning and preparedness. The roles involve team management, procurement, transport, warehousing, supply chain and fleet management.

The TLI07 Transport and Logistics Training Package includes qualifications in logistics, warehousing and storage, road transport, stevedoring and rail operations, including:

- TLI51107 Diploma of Logistics
- TLI41107 Certificate IV in Transport and Logistics (Logistics).

The Fritz Institute's logistics and supply chain training (www.fritzinstitute.org) and the Asia Disaster Preparedness Centre (www.adpc.net) could be useful sources of information when considering skills for planning, preparing and responding to humanitarian emergency relief.

Recommendation 16

Units of competency should be developed to address and contribute to planning and preparing for a humanitarian emergency response.

Existing units of competency in the PUA00 Public Safety Training Package and Fritz Institute and Asia Disaster Preparedness Centre training may inform development of the new units.

Recommendation 17

The logistics, transport and distribution qualifications in the TLI07 Transport and Logistics Training Package should be reviewed by the D&HA sector to ensure that units of competency and qualifications can be contextualised for work in emergency planning, preparedness and response.

First aid in emergency responses

Stakeholders have suggested that competence in first aid may not be sufficient for work in more remote locations where medical assistance is more than one hour away. The sector sometimes uses Wilderness First Aid training. The HLT07 Health Training Package includes the unit of competency HLTF302A Provide First Aid in a Remote Situation which builds on the first aid competencies addressed in either of the following units of competency:

- HLTF301B Apply First Aid
- HLTF402B Apply Advanced First Aid.

Recommendation 18

To provide people working in remote locations where medical assistance is more than one hour away, with the skills and knowledge to provide more sustained and prolonged first aid support, the Industry Reference Group should consider appropriateness of the existing unit of competency HLTF302A Provide First Aid in a Remote Situation from the HLT07 Health Training Package.

Development workforce in country contributing to an emergency response

Some D&HA organisations provide emergency response training to their in country development workforce so they can contribute to emergency responses. The PUA00 Public Safety Training Package includes units of competency relevant to volunteers in State and Territory emergency services. Example units of competency with possible relevance to an in country development workforce contributing to an emergency response might include:

- PUACOM003A Manage Information
- PUACOM007A Liaise with other Organisations
- PUACOM012A Liaise with Media at a Local Level
- PUAVEH001A Drive Vehicles under Operational Conditions
- PUAOPE003A Navigate in Urban and Rural Environments
- PUASES005A Marshall Aircraft.

The PUA00 Public Safety Training Package is in Phase 2 of a review.

The Humanitarian Distance Learning Centre (www.hdlc.com.au/) has a number of courses and units of competency that may help inform development of the Education and Training Framework.

Recommendation 19

To provide the in country development workforce with the capacity to contribute effectively in a temporary emergency response team, the D&HA Education and Training Framework should include relevant units of competency. The D&HA sector should engage with the current review of the PUA02 Public Safety Training Package to ensure the revised version includes a suitable skill set. These skills may overlap with the skills required by people deploying from Australia in an emergency response.

Other areas of sector work

Other D&HA job roles identified in the scoping activities are in the areas of:

- administration
- events management
- executive management
- finance
- fundraising
- human resources
- logistics and warehousing
- marketing and communications.

It is likely that existing qualifications in a range of industry Training Packages, augmented by relevant, new D&HA sector units of competency already recommended, will meet the sector's requirements in these areas. Possible relevant qualifications in a range of areas are presented in Attachment 5.

Recommendation 20

The Industry Reference Group should consider how to engage in relevant Training Package reviews to include D&HA units of competency as electives in relevant generic qualifications, or how to cluster relevant sector specific units of competency into a skill set that targets people entering the sector with a range of generic qualifications.

Charity-based fundraising roles in NGO/INGO organisations in the D&HA sector tend to be filled by people with marketing, events management and administrative backgrounds. The strategies and practices applied in the D&HA sector will be similar to those used by charities in other sectors.

A search through the Business Services Training Package (marketing and finance qualifications), Community Services Training Package, Tourism Training Package (event management qualifications) and Entertainment Training Package (venues and events qualifications) found no mention of charities, philanthropic trusts, donors or donor management.

Recommendation 21

The Industry Reference Group should consider engaging with the CHC02 review to ensure that relevant units of competency and qualifications address fundraising strategies and practices used by the charity sector.

Many of the sector's NGO/INGO organisations undertake advocacy and campaigning. The work may involve political lobbying, community education and awareness-raising. Again, the strategies and practices applied in the D&HA sector will be similar to those used by a range of other NGO organisations in the community services sector.

The current review of the Community Services Training Package Draft 1 presents versions of:

- CHC5140X Diploma of Community Development
- CHC4190X Certificate IV in Community Development.

The draft qualification frameworks are presented in Attachment 9.

They address a range of programs, including public education, health promotion, campaigns for change and advocacy. The elective units of competency in the Certificate IV include:

- CHCAD603B Undertake Systems Advocacy
- CHCAD504B Provide Advocacy and Representation
- CHCCD402C Provide Community Education Projects
- CHCCD508C Support Community Action
- CHCGROUP302D Support Group Activities
- CHCGROUP403D Plan and Conduct Group Activities.

These generic qualifications may address the D&HA sector's advocacy, campaigning and community education requirements.

Recommendation 22

The Industry Reference Group should consider engaging with the CHC02 review to ensure that relevant units of competency and qualifications address strategies and practices used in systemic advocacy, campaigning and community education and awareness-raising, including an international context.

People working in country in development or humanitarian emergency response roles are often in remote, cross cultural, relatively unstructured and sometimes dangerous situations. Many D&HA organisations provide psycho-social services including psychological first aid to their workforce. Counsellors providing psycho-social services to the in country D&HA workforce may need specific skills and knowledge relating to the high risk work context and acute and chronic issues.

Australian Aid International (www.aai.org.au) have a package on psychological first aid that may provide useful information.

Recommendation 23

The Industry Reference Group should consider engaging with the CHC02 review to ensure relevant units of competency and qualifications provide skills in psycho-social services to people working in country in either development or humanitarian assistance roles.

Recommendation 24

This work should be progressed under the governance of the Community Services and Health Industry Skills Council in collaboration with the following three skills councils:

- Government Skills Australia
- Innovation & Business Skills Australia
- Transport & Logistics Industry Skills Council Ltd.

Summary of recommendations

In summary, the draft Scoping Report puts forth the following recommendations:

- **Recommendation 1** – The D&HA Education and Training Framework should integrate with the VET sector to form a map of relevant existing Training Packages.
- **Recommendation 2** – A communication strategy should be implemented to ensure that the D&HA sector's stakeholders understand the VET sector.
- **Recommendation 3** – Qualifications and skill sets included in the D&HA Education and Training Framework should be mapped against an agreed set of existing sectoral benchmark competencies with significant international acceptance.
- **Recommendation 4** – The work context and sector-specific terminology introduced to the VET sector should have a shared understanding in the D&HA sector and be recognised by other industries and sectors as applying to the D&HA sector.
- **Recommendation 5** – The D&HA sector should engage in the current review of the CHC02 Community Services Training Package to address potential skill sets for volunteers and their management.
- **Recommendation 6** – A unit of competency or skill set should be developed to address underpinning principles of humanitarian development work, key components of and stakeholders in the sector, as well as legislation, regulation, ethics and codes of practice applying to the sector, organisational initiatives and policy directions, terminology, and key issues in the sector that impact on competency requirements.
- **Recommendation 7** – To meet the training needs of locally-recruited employees, the D&HA Education and Training Framework should include pathway qualifications at AQF levels III and II, and perhaps even level 1.
- **Recommendation 8** – The D&HA sector should review the unit of competency HLTHIR403B Work Effectively with Culturally Diverse Clients and Co-workers and determine if it applies in an international cross-cultural context, for both locally and Australian-recruited workers.
- **Recommendation 9** – A unit should be developed to provide the in country international development workforce with the skills to maintain their own health, wellbeing, safety and security. A second unit should be developed to provide the skills to manage these issues in a team.
- **Recommendation 10** – D&HA sector organisations need to establish a range of support structures and strategies that assist candidates for assessment and their assessors when gathering evidence of competence.

- **Recommendation 11** – The D&HA sector should engage in the review of the CHC02 Community Services Training Package to ensure that the community development units of competency and qualifications are suitable in an overseas, international development context and for locally-recruited employees.
- **Recommendation 12** – Units of competency should be included in the D&HA Education and Training Framework to provide in country program managers with skills to build the capacity of their team members.
- **Recommendation 13** – The D&HA sector should review the Project Management qualifications in the BSB07 Business Services Training Package to ensure that the units of competency and qualifications address the project cycle management needs of the D&HA sector and that they can be contextualised for project cycle management in an international, cross-cultural development environment that may include some long distance management.
- **Recommendation 14** – The D&HA sector should review existing units of competency relating to partnerships to ensure that the skills to work in a partnership model are addressed.
- **Recommendation 15** – Units of competency should be developed to address deploying and applying technical skills effectively and safely in a humanitarian emergency response, deploying and applying technical skills effectively and safely in a humanitarian emergency response in an insecure environment, and managing a humanitarian emergency response. Existing units of competency in the PUA00 Public Safety Training Package and PRS03 Asset Security Training Package may inform development of the new units.
- **Recommendation 16** – Units of competency should be developed to address planning and preparing for a humanitarian emergency response, and contributing to the planning and preparing for a humanitarian emergency response. Existing units of competency in the PUA00 Public Safety Training Package and Fritz Institute and Asia Disaster Preparedness Centre training may inform development of the new units.
- **Recommendation 17** – The logistics, transport and distribution qualifications in the TLI07 Transport and Logistics Training Package should be reviewed by the D&HA sector to ensure that units of competency and qualifications can be contextualised for work in emergency planning, preparedness and response.
- **Recommendation 18** – The Industry Reference Group should consider appropriateness of the existing unit of competency HLTF302A Provide First Aid in a remote situation from the HLT07 Health Training Package.
- **Recommendation 19** – The D&HA sector should engage with the current review of the PUA02 Public Safety Training Package to ensure that the revised version includes a suitable skill set to provide the in country development workforce with the capacity to contribute effectively in a temporary emergency response team.
- **Recommendation 20** – The Industry Reference Group should consider how to engage in relevant Training Package reviews to include D&HA units of

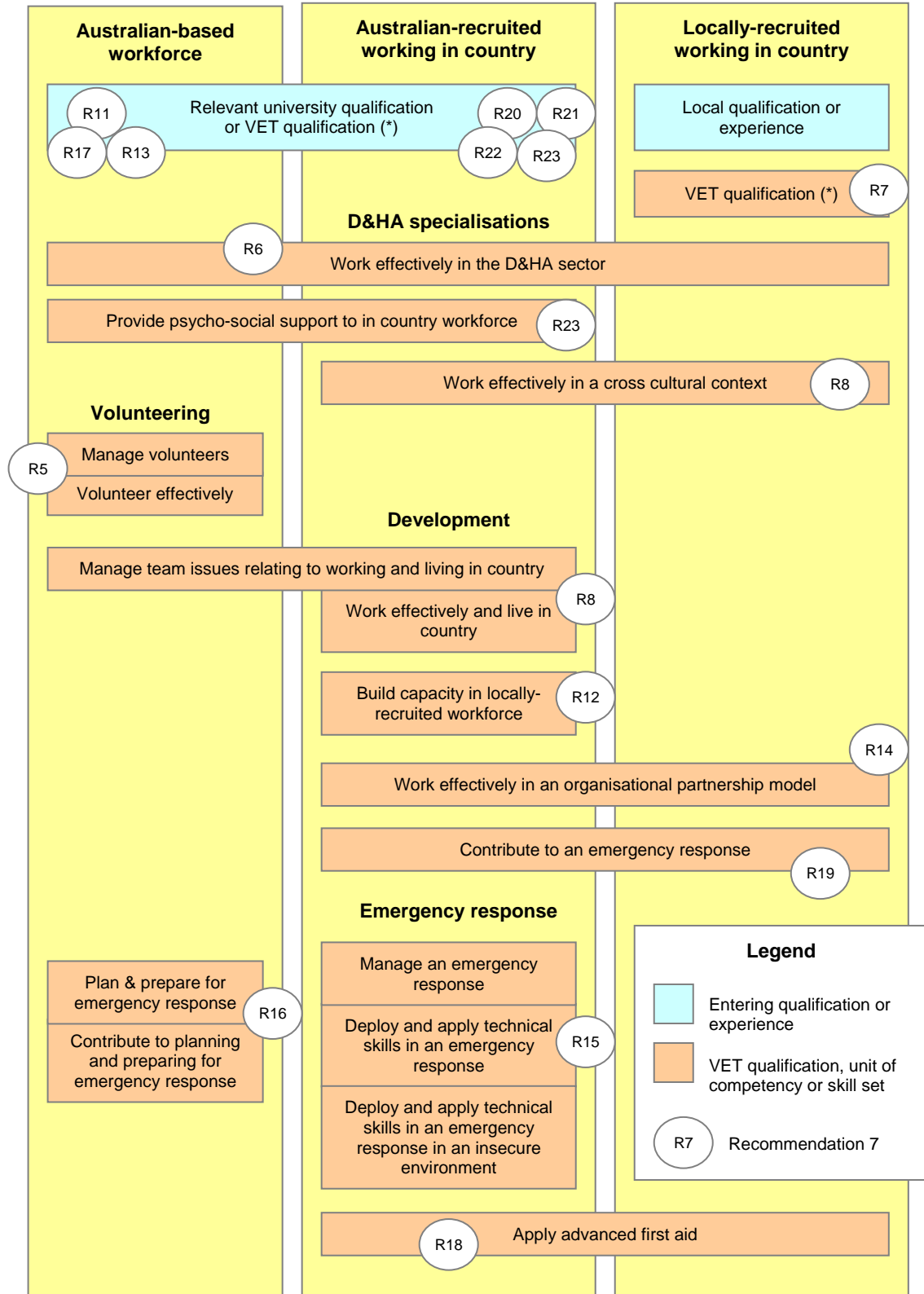
competency as electives in relevant generic qualifications, or investigate how to cluster relevant sector specific units of competency into a skill set that targets people entering the sector with a range of generic qualifications.

- **Recommendation 21** – The Industry Reference Group should consider engaging with the CHC02 review to ensure that relevant units of competency and qualifications address fundraising strategies and practices used by the charity sector.
- **Recommendation 22** – The Industry Reference Group should consider engaging with the CHC02 Review to ensure that relevant units of competency and qualifications address strategies and practices used in systemic advocacy, campaigning and community education and awareness-raising, including an international context.
- **Recommendation 23** – The Industry Reference Group should consider engaging with the CHC02 review to ensure relevant units of competency and qualifications provide skills in psycho-social services to people working in country in either development or humanitarian assistance roles.
- **Recommendation 24** – This work should be progressed under the governance of the Community Services & Health Industry Skills Council in collaboration with the following three skills councils:
 - Government Skills Australia
 - Innovation & Business Skills Australia
 - Transport & Logistics Industry Skills Council Ltd.

Framework outline

The following diagram is a draft outline of an Education and Training Framework for the D&HA sector. The framework assumes that Australian-recruited people will enter the D&HA workforce with a qualification in a particular area of work in Australia. The additional areas of competence for the sector, outlined in the diagram, will depend on the type of D&HA work and where it is conducted.

Diagram 3: Outline of an Education and Training Framework for the development and humanitarian assistance sector



* Some of these relevant VET qualifications may need amendments to ensure that they apply to the D&HA sector.

Attachment 1: Industry Reference Group members in September 2007

Organisation	Name	Position	State
Antares Foundation Inc	Amanda Allen	Operational Director	VIC
Austraining International	Cheryl-Ann Falconer	HR Manager	SA
Australian Council for International Development	Greg Molyneux	Training & Membership Coordinator	ACT
Burnet Institute	Marion Brown	Education and Training Coordinator	VIC
Cardno ACIL	Kathryne Wall	HR Manager	VIC
Care Australia	Margaret Tayar	HR Manager	ACT
Childfund Australia	Jan Jackson	HR Manager	NSW
Coffey International Limited	Bob Wilson	HR Manager	SA
Department of Education, Science and Training	Helen Rogers	Assistant Director, Industry Skills Councils and Training Packages	National
Government Skills Australia Industry Skills Council	Bernard Meatheringham	CEO	National
Innovations & Business Skills Australia Industry Skills Council	Les Comley	Project Manager/Industry Specialist	National
Mintrac	Clive Richardson	TBC	TBC
Oxfam	Virginia Gough	Learning and Development Coordinator	VIC
Red Cross	Ray Gaurav	International Training Coordinator	VIC
RedR Australia	Thanh Le	Humanitarian Training Manager	VIC
Save the Children	Karen Hill	General Manager, Development	VIC
Tear Australia	Lea Davis	Overseas Program Officer/ Training Coordinator	VIC
World Vision Australia	Jeff Brunt	Manager, Humanitarian Competencies Project	VIC

Attachment 2: Attendees at Development and Humanitarian Assistance Education and Training Framework Project meeting on 17 September 2007

Organisation	Name	Position	State
In attendance			
Antares Foundation	Amanda Allen	Director	VIC
Australian Council for International Development	Greg Molyneux	Training & Membership Coordinator	ACT
Cardno ACIL	Kathryne Wall	HR Manager	VIC
Cardno ACIL	Glenda Pitt (observer only)	Recruitment Manager	VIC
Coffey International Limited	Bob Wilson	HR Manager	SA
Innovations & Business Skills Australia Industry Skills Council	Les Comley	Project Manager/Industry Specialist	VIC
Oxfam	Virginia Gough	Learning and Development Coordinator	VIC
RedR Australia	Thanh Le	Humanitarian Training Manager	VIC
Tear Australia	Lea Davis	Overseas Program Officer/ Training Coordinator	VIC
The Burnet Institute, Centre for International Health	Marion Brown	Education Services Coordinator	VIC
World Vision Australia	Jeff Brunt	Manager, Humanitarian Competencies Project	VIC
Apologies			
Austraining International	Cheryl-Ann Falconer	HR Manager	SA
Care Australia	Margaret Tayar	HR Manager	ACT
Childfund Australia	Jan Jackson	HR Manager	NSW
Department of Education, Science and Training	Helen Rogers	Assistant Director, Industry Skills Councils and Training Packages	National
Government Skills Australia Industry Skills Council	Bernard Meatheringham	CEO	National
Mintrac	Clive Richardson	TBC	TBC
Red Cross	Ray Gaurav	International Training Coordinator	VIC

Save the Children	Karen Hill	General Manager, Development	VIC
Also in attendance			
National Community Services and Health Industry Skills Council	Di Lawson	CEO	National
National Community Services and Health Industry Skills Council	John Clarke	Project Consultant	National
National Community Services and Health Industry Skills Council	Margaret Clark	Project Consultant	National
National Community Services and Health Industry Skills Council	Vanessa Dayeh	Project Coordinator	National

Attachment 3: Stakeholders consulted in scoping activities

The following people were consulted during the development of the Scoping Report.

Name	Organisation	State
Greg Molyneux	ACFID Secretariat	ACT
Pip Chandler	Adaptive Thinking	VIC
Gaurav Ray	Australian Red Cross	VIC
Margaret Tayer	Care Australia	ACT
Natasha Markovic	Coffey International Development Pty Ltd	SA
John Scott	Government Skills Australia	VIC
Les Comley	Innovation and Business Skills Australia	VIC
Kim Berry	Oxfam	VIC
Lucy Quarterman	Oxfam	VIC
Rebecca Vince	Oxfam	VIC
Leonie Walker	RedR Australia	VIC
Rhodri Wynn-Pope	RedR Australia	VIC
Steve McDonald	Save The Children	UK
Geoff Gwilym	Transport and Logistics Industry Skills Council	NSW
Jeff Brunt	World Vision	VIC

Attachment 4: Source documents

Position descriptions

Child Protection Officer – Source: RedR
Civil Engineer – Source: RedR
Communications Manager, Melbourne based – Source: CARE
Country Director (Vietnam) – Source: CARE
Country Representative for Oxfam International – Source: Oxfam
Deputy Country Director (Vietnam) – Source: CARE
Direct Marketing Manager – Source: CARE
Director of Operations (Marketing) – Source: CARE
Education Officer (Emergency Response) – Source: RedR
Electrical Power Engineer – Generator Specialist – Source: RedR
Emergencies coordinator for South Asia – Source: Oxfam
Emergencies logistics coordinator – Source: Oxfam
Emergency Program Technical Advisor – Source: Oxfam
Finance Manager – Source: CARE
Fleet Manager – Source: RedR
Fundraising Manager – Source: CARE
Geographic Information Systems (GIS) Officer – Source: RedR
HR Personnel Officer – Source: CARE
Humanitarian Liaison Officer (Civil-Military Coordination) – Source: RedR
Information and Communications (ICT) Officer – Source: RedR
IT Manager – Source: CARE
Livelihoods Technical Advisor – Source: Oxfam
Logistician – Source: RedR
Principal Exec Marketing and Communications – Source: CARE
Principal Finance Executive / Company Secretary – Source: CARE
PROCAP Protection Officer – Source: RedR
Program Coordinator (Cambodia) – Source: CARE
Program Manager – Source: Oxfam
Program Officer – Source: CARE
Program Policy and Advocacy Manager – Source: Oxfam
Protection Officer – Source: RedR
Recruitment Administrator – Source: CARE
Recruitment Advisor – Source: CARE
Risk and Assurance Manager – Source: CARE
Roads-Bridges-Airstrips Engineer – Source: RedR
Security Logistics Coordinator – Source: Oxfam

Senior Program Officer – Source: Oxfam
Senior Recruitment Advisor – Source: CARE
Site / Facilities / Camp Manager – Source: RedR
Team Leader – Water and Sanitation Project (Vietnam) – Source: CARE
Warehouse Manager – Source: RedR
Water and Sanitation Engineer – Source: RedR
Water and Sanitation Technical Advisor – Source: Oxfam
Water Supply Engineer – Source: RedR

Other sources of information, including websites

Documents
ACFID, www.acfid.asn.au
Antares Foundation, www.ataresfoundation.org.au/
Asia Disaster Preparedness Centre, www.adpc.net
Australian Aid International, www.aai.org.au
Behaviours which lead to effective performance in humanitarian response: a review of the effectiveness of competency frameworks within the humanitarian sector 2007 Source: People in Aid
Certification of Humanitarian Logistics, www.fritzinstitute.org/prgSC-CERT_main.htm
Competencies: <ul style="list-style-type: none"> ▪ Support Assistant ▪ Support Officer ▪ Support Manager Source: CARE
Competencies: <ul style="list-style-type: none"> ▪ Project Officer ▪ Project Manager ▪ Program Manager Source: CARE
Competencies Source: Coffey
Competencies: Design, monitor and evaluation (DME) competencies (draft and DME capability assessment toolkit (draft). Source: World Vision www. Transformational-development.org
Competencies: Emergency Operations Programme <ul style="list-style-type: none"> ▪ EOP0008 Conduct rapid needs assessment ▪ EOP0007 Demonstrate behaviours and conduct appropriate to emergency response ▪ EOP0001 Demonstrate understanding of emergency response systems ▪ EOP0002 Operate safely and securely in an emergency ▪ EOP0003 Perform basic logistics task in an emergency

Documents
<ul style="list-style-type: none"> ▪ EOP0006 Perform communication tasks in an emergency ▪ EOP0004 Protect children in an emergency ▪ EOP0005 Provide operational leadership in an emergency <p>Source: Save the Children, UK:</p>
<p>Competencies relating to Operations Branch:</p> <ul style="list-style-type: none"> • General Manager – Operations • Project Assistant • Project Coordinator • Project Manager • Regional Manager • Senior Project Manager. <p>Competencies relating to Project Development Branch:</p> <ul style="list-style-type: none"> • Development Manager • General Manager – Development • International Development Coordinator • Principal Consultant • Senior Development Manager. <p>Source: Coffey</p>
<p>Competencies report: Emergency Capacity Building Project, Staff Capacity Initiative, April 2006</p> <p>Source: via Oxfam</p>
<p>Competency Development Planning Guide, www.careweb.care.org/help/devplan/whskin_pdhtml.htm</p> <p>Source: CARE</p>
<p>Course outline: ACFID Introduction to the aid and development sector</p> <p>Source: ACFID</p>
<p>Course outline: Basic Training Course (BTC),</p> <p>Source: Australian Red Cross</p>
<p>Course outline: Essentials of Humanitarian Practice</p> <p>Source: RedR</p>
<p>Course outline: Humanitarian Logistics</p> <p>Source: RedR</p>
<p>Course outline: Personal Security and Communications</p> <p>Source: RedR</p>
<p>Emergency Capacity Building Project, www.ecoproject.org</p>
<p>Fritz Institute, www.fritzinstitute.org</p>
<p>Humanitarian Distance Learning Centre, www.hdlc.com.au/</p>
<p>Humanitarian Logistics Association, www.fritzinstitute.org/prgSC-HLA.htm</p>
<p>Induction pack</p> <p>Source: OXFAM</p>
<p>International Committee to the Red Cross: www.icrc.org</p>
<p>International Engagement Strategy for the Australian VET Sector, 2007 – 2010,</p>

Documents
DEST
International Federation of the Red Cross (IFRC): www.ifrc.org
IR Agreement: Between Oxfam and ASU Source: OXFAM
LINGOs (Learning for International Non-Governmental Organizations) – www.lingos.org
Organisational chart Source: Oxfam
Presentation to people considering entering D&HA sector Source: Coffey
People in Aid, www.peopleinaid.org
Program Manager competency studies, www.bioforce.asso.fr Source: BioForce
Qualifications and units of competency: World Vision's ZWV05 Humanitarian Training Package, including a Certificate III foundation course revised in 2007
SPHERE Minimum Standards for Disaster Response, www.sphereproject.org
UNHCR The UN Refugee Agency: www.unhcr.org
White Paper: Australian Aid – Promoting Growth and Stability Source: AUSAID
World Vision 's Transformational Development: www.transformational-development.org
2005 Paris Declaration for Aid Effectiveness, www.oecd.org/document/18/0,2340,en_2649_3236398_35401554_1_1_1_1,00.html

Attachment 5: Relevant VET qualifications

The following list presents VET sector qualifications of likely relevance to the D&HA sector. Some qualifications at Certificate III, II and I levels may be suitable as pathway qualifications for locally-recruited employees who have little or no formal vocational training or are unfamiliar with the culture and structures of an Australian workplace.

- Management and administration:
 - CHC02 Community Services Training Package
 - CHC8XX0X Vocational Graduate Diploma of Community Services Management
 - CHC7XX0X Vocational Graduate Certificate in Community Services Management
 - BSB07 Business Services Training Package
 - BSB60407 Advanced Diploma of Management
 - BSB60207 Advanced Diploma in Business
 - BSB51107 Diploma of Management
 - BSB50407 Diploma of Business Administration
 - BSB50207 Diploma of Business
 - BSB40507 Certificate IV in Business Administration
 - BSB40207 Certificate IV in Business
 - BSB40807 Certificate IV in Frontline Management
 - BSB30407 Certificate III in Business Administration
 - BSB30107 Certificate III in Business
 - BSB20107 Certificate II in Business
 - BSB10107 Certificate I in Business.
- Events management:
 - THT02 Tourism Training Package
 - THT50203 Diploma of Events Management
 - CUE03 Entertainment Training Package
 - CUE60403 Advanced Diploma of Venues and Events
 - CUE50403 Diploma of Venues and Events
 - CUE40403 Certificate IV in Venues and Events (Customer Service)
 - CUE30303 Certificate III in Venues and Events (Customer Service).
- Finance:
 - FNS04 Financial Services Training Package
 - FNS60204 Advanced Diploma of Accounting
 - FNS50204 Diploma of Accounting
 - FNS40604 Certificate IV in Financial Services (Accounting)
 - FNS40207 Certificate IV in Financial Services (Bookkeeping)
 - FNS30304 Certificate III in Financial Services (Accounts Clerical)
 - FNS30107 Certificate III in Financial Services
 - FNS20104 Certificate II in Financial Services
 - FNS10104 Certificate I in Financial Services
- Human resources:
 - BSB07 Business Services Training Package

} *Potential pathway qualifications*

} *Potential pathway qualifications*

- BSBXXX07 Advanced Diploma of Management (Human Resources)
 - BSB50607 Diploma of Human Resources Management
 - BSB441007 Certificate IV in Human Resources
 - BSB80107 Vocational Graduate Diploma in Organisational Learning and Capacity Development
 - BSB70207 Vocational Graduate Certificate in Organisational Learning and Capacity Development.
- Logistics and Warehousing:
 - TLI07 Transport and Logistics Training Package
 - TLI50107 Diploma of Logistics
 - TLI41107 Certificate IV in Transport and Logistics (Logistics)
 - TLI40107 Certificate IV in Transport and Logistics (Warehousing and Storage)
 - TLI40207 Certificate IV in Transport and Logistics (Road Transport)
 - TLI40307 Certificate IV in Transport and Logistics (Stevedoring)
 - TLI31107 Certificate III in Transport and Logistics (Logistics Operations)
 - TLI21107 Certificate II in Transport and Logistics (Logistics Operations)
 - TLI11107 Certificate I in Transport and Logistics (Logistics Operations).
- Marketing and Communications:
 - BSB07 Business Services Training Package
 - BSB60507 Advanced Diploma of Marketing
 - BSB51207 Diploma of Marketing
 - BSB41307 Certificate IV in Marketing.
- Population health:
 - HLT07 Health Training Package
 - HLT51005 Diploma of Population Health
 - HLT42305 Certificate IV in Population Health
 - HLT32205 Certificate III in Population Health
 - HLT20905 Certificate II in Population Health
- Programs/projects:
 - BSB07 Business Services Training Package
 - BSB60707 Advanced Diploma of Project Management
 - BSB51407 Diploma of Project Management
 - BSB41507 Certificate IV in Project Management.
- Training:
 - TAA04 Training and Assessment Training Package
 - TAA40104 Certificate IV in Training and Assessment
 - TAA50104 Diploma of Training and Assessment.

Potential pathway qualifications

Potential pathway qualifications

Attachment 6: Australian Qualifications Framework (AQF)

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia⁸. In the vocational education and training (VET) sector, it assists in achieving national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Schools sector accreditation	VET sector accreditation	Higher education sector accreditation
		Doctoral Degree
		Masters Degree
	Voc'I Graduate Diploma	Graduate Diploma
	Voc'I Graduate Certificate	Graduate Certificate
		Bachelor Degree
	Advanced Diploma	Ass. Degree, Advanced Diploma
	Diploma	Diploma
	Certificate IV	
Senior Secondary Certificate of Education	Certificate III	
	Certificate II	
	Certificate I	

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

Qualifications

Training Packages can incorporate the AQF qualifications accredited in the VET sector.

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification, in compliance with advice provided in the AQF Implementation Handbook and the Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations.

Statement of attainment

When an AQF qualification is partially achieved through achievement of one or more endorsed units of competency, an RTO may issue a Statement of Attainment, in compliance advice provided in the AQF Implementation Handbook and the AQTF Standards for Registered Training Organisations.

Under the Standards for Registered Training Organisations, RTOs must recognise the achievement of units of competency recorded on a qualification or Statement of

⁸ For a full explanation of the AQF see the *AQF Implementation Handbook, 3rd Edition 2002*. You can download it from the Australian Qualifications Framework Advisory Board (AQFAB) website (www.aqf.edu.au) or obtain a hard copy by contacting AQFAB on phone 03 9639 1606 or by emailing AQFAB on aqfab@curriculum.edu.au.

Attainment issued by other RTOs. This process means that recognised units of competency can progressively build towards a full AQF qualification.

AQF guidelines and learning outcomes

The AQF Implementation Handbook provides a comprehensive guide for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET-related AQF qualification follows.

Certificate I

An individual with this qualification should be able to:

- demonstrate knowledge by recall in a narrow range of areas
- demonstrate basic practical skills, such as the use of relevant tools
- perform a sequence of routine tasks when given clear direction
- receive and pass on messages/information.

Certificate II

An individual with this qualification should be able to:

- demonstrate basic operational knowledge in a moderate range of areas
- apply a defined range of skills
- apply known solutions to a limited range of predictable problems
- perform a range of tasks that require choice between a limited range of options
- assess and record information from varied sources
- take limited responsibility for own outputs in work and learning.

Certificate III

An individual with this qualification should be able to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills that require some discretion and judgement
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

Certificate IV

An individual with this qualification should be able to:

- demonstrate understanding of a broad knowledge base, incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

Diploma

An individual with this qualification should be able to:

- demonstrate understanding of a broad knowledge base, incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.

Advanced Diploma

An individual with this qualification should be able to:

- demonstrate understanding of specialised knowledge, with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

Vocational Graduate Certificate

An individual with this qualification should be able to:

- demonstrate the self-directed development and achievement of broad and/or specialised areas of knowledge and skills, building on prior knowledge and skills
- initiate, analyse, design, plan, execute and evaluate major, broad or specialised technical and/or management functions in highly varied and/or highly specialised contexts
- generate and evaluate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts
- demonstrate responsibility and broad ranging accountability for personal outputs
- demonstrate responsibility and broad ranging accountability for the structure, management and output of the work of others and/or functions.

Vocational Graduate Diploma

An individual with this qualification should be able to:

- demonstrate the self-directed development and achievement of broad and/or highly specialised areas of knowledge and skills building on prior knowledge and skills
- initiate, analyse, design, plan, execute and evaluate major functions that are either broad and/or highly specialised in highly varied and/or highly specialised contexts
- generate and evaluate complex ideas through the analysis of information and concepts at an abstract level
- demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and/or highly specialised or varied contexts
- demonstrate full responsibility and accountability for personal outputs
- demonstrate full responsibility and accountability for all aspects of work of others and functions including planning, budgeting and strategy.

Attachment 7: More information about Training Packages

Developed by industry for industry

Extensive consultation occurs during development and review to ensure a Training Package is relevant and usable. Before a Training Package is endorsed for use, the Industry Skills Council must validate it and show broad industry support.

Training at work encouraged

Training may occur at the workplace, off the job, at a training organisation, during regular work, or through work experience, work placement or work simulation. Usually a combination of these methods is involved, depending on what suits the learner, the type of learning, and the particular vocational outcome.

Many pathways to competency

Australians can achieve vocational competency in many ways. Training Packages acknowledge this by emphasising what the learner can do, not how or where they learn. For example, some experienced workers might be able to demonstrate competency against the standards through a process called Recognition Assessment. The worker can therefore gain a qualification without completing a formal training course.

Components

A Training Package comprises two components: endorsed materials and support materials. The National Training Quality Council (NTQC) oversees the endorsed component.

Endorsed materials

Endorsed components consist of three parts: competency standards, national qualifications, and assessment guidelines. Each component is outlined:

- **competency standards** provide an industry benchmark for training and assessment. They specify the scope of knowledge and skills to be covered in the Training Package. They enable enterprises to accurately define particular roles within industry, and are a useful guide when designing job classifications, workplace appraisal, and skill development. They are the basis for designing vocational education and training courses and assessment approaches for delivery off-the-job by registered training organisations (RTOs).
- **national qualifications** within the Australian Qualifications Framework (AQF) are awarded when a learner (who might be an employee) has been assessed as achieving a combination of units of competency that provide a meaningful outcome at an industry or enterprise level. Each qualification consists of core and/or elective units of competency that cover knowledge and skills that workers require in performing a particular job. When an individual achieves one or more units of competency without completing a qualification, a Statement of Attainment is issued that recognises their achievement.
- **assessment guidelines** provide a framework for accurate, reliable and valid assessment of the applicable competency standards. They ensure that all assessments are thorough, consistent and valid. They provide important quality assurance in the issuing of qualifications. Endorsed components of a Training Package may be complemented and supported by the development of optional learning strategies, assessment tools and professional development materials.

Useful websites

The following websites provide general, as well as specific information on Training Packages.

Training Packages @ Work

www.tpatwork.com

This site includes access to a national newsletter for teachers, trainers and assessors in the vocational education and training sector. The monthly e-newsletter features the latest information on the development and implementation of Training Packages and other key issues in the training sector:

training.com.au

www.training.com.au

This site is a single point of access to the range of vocational education and training information, products and services in Australia.

National Training Information Service

www.ntis.gov.au

The National Training Information Service (NTIS) is a database providing information for experienced training sector users on vocational education and training in Australia. NTIS is the official national register of information on Training Packages, qualifications, courses, units of competency and Registered Training Organisations .

Community Services and Health Industry Skills Council

www.cshisc.com.au

The site includes information on CHC02 Community Services Training Package and HLT07 Health Training Package

Innovation and Business Industry Skills Council

www.ibsa.org.au

The site includes information on BSB07 Business Services Training Package, FNS04 Financial Services Training Package and TAA04 Training and Assessment Training Package.

Government skills

www.governmentskills.com.au

The site includes information on PUA00 Public Safety Training Package.

Transport and Logistics Industry Skills Council

www.tlisc.com.au

The site includes information on TDT02 Transport and Distribution Training Package.

Construction and Property Services Industry Skills Council

www.cpsisc.com.au

The site includes information on PRS03 Asset Security Training Package.

Attachment 8: Sample competency for introducing work in a sector

HLTPOP301B

Work effectively in the population health sector

Descriptor

This unit assists workers to understand and apply basic principles of population health to their work.

It also positions the population health worker within the larger context of regional and national initiatives and organisations promoting health.

Employability skills

The required outcomes described in this unit of competency contain applicable facets of employability skills.

The employability skills summary of the qualification in which this unit of competency is packaged will assist in identifying employability skill requirements.

Element

Elements define the essential outcomes of a unit of competency.

Performance criteria

The performance criteria specify the level of performance required to demonstrate achievement of the element. Terms in italics are elaborated in the range statement.

- | | |
|--|--|
| 1. Apply key principles of a population health approach to work. | 1.1 Identify current and historic concepts of health and its determinants |
| | 1.2 Identify key principles of a population health approach and use these to assess current work approach |
| | 1.3 Modify work approach to apply key principles of population health. |
| 2. Gather information on the organisations within which population health work is conducted. | 2.1 Identify relevant local, state and national organisations supporting population health work |
| | 2.2 Clarify each organisation's contribution to population health work |
| | 2.3 Develop the role of the worker within the multi-sectoral and multi-strategic approach to population health. |
| 3. Work within the context of the population health approach. | 3.1 Reflect consideration of the historical social, political and economic context in all population health work |
| | 3.2 Check all work to ensure it complies with relevant legislative and regulatory frameworks. |

Required skills and knowledge

The following describes essential skills and knowledge and the level required for this unit.

Essential knowledge:

- basic principles of population health
- organisations involved in population health in Australia
- components of population health, including health promotion, environmental health, health protection and prevention of communicable and non-communicable diseases
- basic principles of health promotion, for example under the Ottawa Charter
- basic knowledge of recent public health strategies and relevant local codes of practice and legislation
- national, state and local health initiatives and priorities
- equity issues in population health.

Essential skills:

- discuss a population health approach in specific work role context
- apply effective communication and interpersonal skills, including written or verbal communication
- gather information from written sources and/or through verbal questioning
- apply problem solving skills
- translate big picture information into value at the local level
- contribute effectively to meetings.

Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- The term population may refer to:
- general Australian population
 - any subgroup within that population identified by age, sex, ethnicity, sexual identity, geographical location, physical environment, lifestyle choices, socio economic status, disability, health status
 - any community defined as a collective group of people who are identified by common values and mutual concern for the development and well-being of their group or geographical area.

Range statement

- Context includes:
- statutory framework within which work takes place
 - historical context of work, for example changing attitudes to environmental health, changing approaches to public health
 - changing social context of work, for example changing government and societal views of environmental health, health promotion and disease prevention aspects of primary health care
 - Political context, for example government policies and initiatives affecting environmental health work
 - Economic context, for example the current economic situation as it relates to and affects environmental health, and the subsequent impact on individual and community needs.
- Concepts/models of health include:
- medical model
 - salutogenic model
 - social view of health
 - academic/professional models of health.
- Different models of work in the sector may include:
- early intervention/ disease prevention
 - community development and education
 - health promotion
 - working with individuals
 - working with families and the community
 - community funded Indigenous environmental health workers
 - government health services funding for Indigenous environmental health workers.
- Health determinants may include:
- political
 - biological and genetic factors
 - physical environment
 - socio-economic factors, for example social gradient, stress, early life, social exclusion, work, unemployment, social support, addiction, food, transport, housing
 - behavioural
 - cultural
 - quality of health services.

Range statement

Key principles to a population health approach may include:

- population focus
- preventive focus with stress on building individual/community's capacity to control health determinants for a better quality of life
- sensitivity to access and equity issues
- sensitivity to cultural differences
- health as a resource for everyday living, not an end in itself
- health as a result of complex interaction among determinants
- shared responsibility of health
- educational-ecological approach
- evidence-based approach
- principles of equity and non-discriminatory practice.

For some workers, especially those working with remote and /or Indigenous communities, additional principles might include:

- a holistic and community development approach
- commitment to empowering individuals and the community
- commitment to meeting the needs and upholding the rights of individuals and the community.

Settings for population health action may include:

- home
- school
- hospital
- health services
- community
- work
- transport
- sports and recreation facilities.

Examples of local, state and national organisations, and initiatives supporting population health work include:

- establishments that provide primary health care
- community clinics
- local public health units
- state and national health departments
- professional and industry associations
- non-government organisations
- international health organisations.

National charters/declarations include:

- Health for All by the Year 2000
- Health Promotion: Bridging the Equity Gap.

Evidence guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the assessment guidelines for this Training Package.

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

- the person being assessed must provide evidence of essential knowledge as well as essential skills specified in this competency unit.

Access and equity considerations:

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

Context of and specific resources for assessment:

- This unit is most appropriately assessed in the classroom environment:
 - may be undertaken by workers training for a range of jobs in the population health and related sectors
 - assessment should allow for knowledge of population health to be applied to a prospective or actual work role when practicable.
- Access to:
 - a range of government and non-government policy documents and reports and statistics.

Method of assessment:

- interviewing and questioning
- assignment
- scenarios as a basis for the application of knowledge on the population health approach to a specific work role
- scenarios as a basis for the application of knowledge about the foundations of the health of populations to a specific work role.

Attachment 9: Draft community development qualifications

The qualification framework for the Certificate IV and Diploma qualifications covering community development follow. A detailed description of the units of competence is not included.

CHC4190X Certificate IV in Community Development

This qualification applies to community work delivered through a broad range of programs and agencies which contribute to the development of individuals, groups and communities through public social change processes which might include community engagement/consultation, community work, locality development work, public education, health promotion, campaigns for change and advocacy. These processes can occur within and across all sectors: social, environment, economic, arts and culture, and recreation.

Upon completion of this qualification the participant will be able to work in a professional team to support development in the community.

This qualification defines the knowledge and skills for community development workers who work under the guidance of others.

Occupational titles may include:

- community development worker
- community worker
- neighbourhood centre coordinator
- neighbourhood centre manager
- neighbourhood centre worker
- project worker.

Packaging rules

Fourteen units must be selected for this qualification, including:

- 12 compulsory units
- two elective units.

Draft 1 presented for
validation in CHC02
Review

A wide range of elective units is available and may include:

- relevant electives listed in the following the compulsory units for this qualification
- competency units packaged at the level of this qualification or higher in the community services and/or health Training Packages
- when appropriate, to address workplace requirements, competency units packaged at this level or higher in other relevant Training Packages.

Compulsory units

CHCCS411A	Work Effectively in Community Services
CHCCD412E	Apply a Community Development Framework
CHCCD413D	Work within Specific Communities
CHCCD514C	Implement a Community Development Strategy
CHCCD401D	Support Community Participation
CHCCD404D	Develop and Implement Community Programs
CHCCD505D	Develop Community Resources
CHCCOM403D	Use Specialist Communication Skills to Build Strong Relationships
HLTHIR403B	Work Effectively with Culturally Diverse Clients and Co-workers
CHCINF407C	Meet Information Needs of the Community
HLTOHS300A	Contribute to OHS Processes

CHCORG405C Maintain an Effective Work Environment.

Elective units

Electives must be selected in line with specified packaging rules. The following list of is provided to facilitate selection. Employers may specify that certain electives are required to address specific workplace needs.

BSBATSIC403A	Maintain and Protect Culture
BSBATSIC510A	Conduct a Community Meeting
CHCAD603B	Undertake Systems Advocacy
CHCAD504B	Provide Advocacy and Representation
CHCCD402C	Provide Community Education Projects
CHCCD508C	Support Community Action
CHCCHILD404A	Support the Rights and Safety of Children and Young People
CHCCS503D	Coordinate the Provision of Services and Programs
CHCCS422A	Respond Holistically to Client Issues
CHCGROUP302D	Support Group Activities
CHCGROUP403D	Plan and Conduct Group Activities
CHCNET402C	Maintain Effective Networks
CHCORG525C	Recruit and Coordinate Volunteers
CHCPOL403B	Undertake Research Activities
HLTHIR404B	Work Effectively with Aboriginal and Torres Strait Islander People
CHCCS420A	Work within an Aboriginal and/or Torres Strait Islander Community Services Context (for Aboriginal and Torres Strait Islanders working in their own communities)
CHCCED301B	Facilitate Provisions of Information to Clients in the Area of Sexual and Reproductive Health.

Draft 1 presented for validation in CHC02 Review

CHC5140X Diploma of Community Development

This qualification applies to community development work which aims to facilitate community members working together to influence and guide the future of their community. Work includes assisting community members to develop techniques and frameworks to facilitate this process.

Work may include:

- advocacy services
- building community networks
- defining community priorities
- empowering individuals and communities
- facilitating support and social action groups
- improving quality of life
- increasing people's skills
- needs assessment
- planning services
- resourcing the community to meet needs.

The qualification defines the knowledge and skills for community development workers who work under broad direction from senior managers.

Occupational titles may include:

- community builder
- community development officer
- community housing resources worker
- economic development manager
- migrant resource worker
- neighbourhood centre manager
- outcomes manager
- project manager.

Pre- or co-requisite requirements

Candidates must be able to demonstrate competence in the following units from CHC4190X Certificate IV in Community Development as pre-requisites to this qualification:

CHCCS411A	Work Effectively in Community Services
CHCCD412E	Apply a Community Development Framework
CHCCD514C	Implement a Community Development Strategy
HLTOHS300A	Contribute to OHS Processes
CHCCOM403D	Use Specialist Communication Skills to Build Strong Relationships
HLTHIR403B	Work Effectively with Culturally Diverse clients and Co-workers
CHCORG405C	Maintain an Effective Work Environment
CHCINF407C	Meet Information Needs of the Community
CHCCD404D	Develop and Implement Community Programs
CHCCD505D	Develop Community Resources.

Draft 1 presented for validation in CHC02 Review

Packaging rules

Fourteen units must be selected for this qualification including:

- 10 compulsory units
- four elective units.

A wide range of elective units is available and may include:

- relevant electives listed after the compulsory units for this qualification
- competency units packaged at the level of this qualification or higher in the community services and/or health Training Packages
- when appropriate, to address workplace requirements, competency units packaged at this level or higher in other relevant Training Packages.

Compulsory units

CHCAD603B	Undertake Systems Advocacy
CHCCD615C	Develop and Implement a Community Development Strategy
CHCCD515A	Communicate Effectively within a Community Development Context
CHCCD516A	Manage Community Development Work within Organisation and Government Structures
BSBCMN419A	Manage Projects
CHCCD508C	Support Community Action
CHCCD509C	Support Community Leadership
CHCCOM504C	Develop, Implement and Promote Effective Communication Techniques
CHCINF505C	Meet Statutory and Organisation Information Requirements
CHCPOL403B	Undertake Research Activities.

Elective units

Electives must be selected in line with specified packaging rules. The following list is provided to facilitate selection. Employers may specify that certain electives are required to address specific workplace needs.

CHCAD504B	Provide Advocacy and Representation
CHCADMIN403C	Undertake Administrative Work
CHCCD618B	Facilitate the Development of Community Capacity to Manage Place

CHCCD619B	Establish and Maintain Community, Government and Business Partnerships
CHCCD402C	Provide Community Education Projects
CHCCHILD404A	Support the Rights and Safety of Children and Young People
HLTHIR403B	Work Effectively with Culturally Diverse Clients and Co-workers
HLTHIR404B	Work Effectively with Aboriginal and Torres Strait Islander People
CHCCS416C	Assess and Deliver Services to Clients with Complex Needs
CHCGROUP403D	Plan and Conduct Group Activities
CHCORG525C	Recruit and Coordinate Volunteers
CHCORG627B	Provide Mentoring Support to Colleagues
LGACOM502B	Devise and Conduct Community Consultations
SRXHRM001B	Manage Volunteers
SRXTEM003A	Work Autonomously
RTD5803A	Operate in Community Cultures and Goals
PSPCOM502A	Develop and Implement Community Engagement Strategies
PSPCOM503A	Build and Maintain Community Relationships
CHCNET503C	Develop New Networks
CHCNET404B	Work with Other Services
CHCPOL504B	Develop and Implement Policy
CHCPOL505B	Manage Research Activities
CHCCED301B	Facilitate Provision of Information to Clients in the Area of Sexual and Reproductive Health
CHCCED301B	Facilitate Provision of Information to Clients in the Area of Sexual and Reproductive Health.

Draft 1 presented for
validation in CHC02
Review

Attachment 10: Draft BSB07 project management qualifications from the Business Services Training Package

BSB41507 Certificate IV in Project Management

This qualification reflects the role of individuals who use well-developed skills and a broad knowledge base in a wide variety of contexts. They apply solutions to a defined range of unpredictable problems, and analyse and evaluate information from a variety of sources. They may provide leadership and guidance to others with some limited responsibility for the output of others.

Job roles

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

- project coordinator
- project management officer
- project team member
- project or program administrator.

Draft from BSB01
Review

Qualification pathways

Pre-requisite requirements

There are no pre-requisite requirements for individual units of competency.

Pathways into the qualification

Preferred pathways for candidates considering this qualification include:

- after achieving the BSB30107 Certificate III in Business or other relevant qualifications

OR

- providing evidence of competency in the majority of units required for BSB30107 Certificate III in Business or other relevant qualifications

OR

- extensive vocational experience in project-based work without a formal project management qualification.

Examples of indicative job roles for candidates seeking entry based upon their vocational experience include:

- administrative officer
- customer service advisor
- personal assistant
- small business assistant
- student services officer.

This breadth of expertise would equate to the competencies required to undertake this qualification.

Pathways from the qualification

After achieving the BSB41507 Certificate IV in Project Management, candidates may undertake the BSB51407 Diploma of Project Management, a qualification for those wishing to develop specialised skills and knowledge required to plan, carry out and evaluate their own work and/or the work of a team, or a range of other Diploma level qualifications.

Licensing, legislative, regulatory or certification considerations

While no licensing, legislative, regulatory or certification requirements apply holistically to this qualification at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this qualification. Refer to unit Performance Criteria and Range Statement for details.

Qualification rules	
Total number of units = eight Eight core units	
Core units	
Project Management	
BSBPMG401A	Apply Project Scope Management Techniques
BSBPMG402A	Apply Time Management Techniques
BSBPMG403A	Apply Cost Management Techniques
BSBPMG404A	Apply Quality Management Techniques
BSBPMG405A	Apply Human Resources Management Approaches
BSBPMG406A	Apply Communications Management Techniques
BSBPMG407A	Apply Risk Management Techniques
BSBPMG408A	Apply Contract and Procurement Procedures

Draft from BSB01
Review

Employability skills summary

BSB41507 Certificate IV in Project Management

The following table summarises employability skills required by industry for this qualification. The employability skills facets described here are broad industry requirements that may vary, depending on qualification packaging options.

Employability skill	Industry requirements for this qualification include:
Communication:	<ul style="list-style-type: none"> assisting the project team to plan communications, facilitate information flow and review communications communicating verbally with external parties/clients through participation in meetings, questioning and discussions, and making presentations.
Teamwork:	<ul style="list-style-type: none"> working with external parties/clients and the project team manager.
Problem solving:	<ul style="list-style-type: none"> recommending ways to eliminate causes of unsatisfactory performance of products and processes resolving and preventing conflict in the team.
Initiative and enterprise:	<ul style="list-style-type: none"> generating a range of responses to new and emerging situations translating ideas into actions and measurable outcomes.
Planning and organising:	<ul style="list-style-type: none"> planning work and project tasks for self and others tracking actual effort against the project plan.
Self-management:	<ul style="list-style-type: none"> undertaking the work in accordance with an agreed management plan and within delegated authority.
Learning:	<ul style="list-style-type: none"> identifying the learning and development needs of people working on the project and facilitating the meeting of those needs.

Technology:	<ul style="list-style-type: none"><li data-bbox="517 203 1334 297">▪ using word processing packages to produce written plans, scope definitions, reports of project activities and communications with stakeholders.
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BSB51407 Diploma of Project Management

This qualification reflects the role of individuals with a sound theoretical knowledge base and use a range of specialised, technical or managerial competencies to plan, carry out and evaluate their own work and/or the work of a team.

Job roles

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

- project leader
- project management facilitator
- project or program administrator.

Draft from
BSB01 Review

Qualification pathways

Pre-requisite requirements

There are no pre-requisite requirements for individual units of competency.

Pathways to the qualification

Preferred paths for candidates considering this qualification include:

- after achieving BSB41507 Certificate IV in Project Management or other relevant qualifications

OR

- providing evidence of competency in the majority of units required for BSB41507 Certificate IV in Project Management or other relevant qualifications

OR

- extensive vocational experience in project roles that may carry some limited responsibility for the output of others, and without a formal project management qualification.

Examples of indicative job roles for candidates seeking entry based upon their vocational experience include:

- project coordinator
- project management officer
- project team member
- project or program administrator.

This breadth of expertise would equate to the competencies required to undertake this qualification.

Pathways from the qualification

After achieving the BSB51407 Diploma of Project Management, candidates may undertake the BSB60707 Advanced Diploma of Project Management, a qualification involving the application of high level project and managerial skills, or a range of other Advanced Diploma qualifications.

Licensing, legislative, regulatory or certification considerations

While no licensing, legislative, regulatory or certification requirements apply holistically to this qualification at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact it. Refer to unit Performance Criteria and Range Statement for details.

Qualification rules	
Total number of units =nine Nine core units	
Core Units	
BSBPMG501A	Manage Application of Project Integrative Processes
BSBPMG502A	Manage Project Scope
BSBPMG503A	Manage Project Time
BSBPMG504A	Manage Project Costs
BSBPMG505A	Manage Project Quality
BSBPMG506A	Manage Project Human Resources
BSBPMG507A	Manage Project Communications
BSBPMG508A	Manage Project Risk
BSBPMG509A	Manage Project Procurement.

Draft from
BSB01 Review

Employability skills summary

BSB51407 Diploma of Project Management

The following table summarises the employability skills required by industry for this qualification. The facets of employability skills described here are broad industry requirements that may vary, depending on qualification packaging options.

Employability skill	Industry requirements for this qualification
Communication:	<ul style="list-style-type: none"> ▪ consulting with stakeholders and others on developing a range of project management related plans ▪ negotiating contracts and solutions to new and emerging issues ▪ using excellent interpersonal skills and producing a wide range of reports and charts to document project progress, milestones and outcomes.
Teamwork:	<ul style="list-style-type: none"> ▪ defining performance measures and managing the work of others through positive leadership ▪ delegating roles and responsibilities to team for the implementation of project plans.
Problem solving:	<ul style="list-style-type: none"> ▪ analysing data and evaluating the effectiveness of systems ▪ calculating resource requirements and acquiring them ▪ designing control mechanisms and evaluating procedures ▪ implementing continuous improvement processes as required ▪ performing cost benefit analyses, budgeting, assessing and managing risk ▪ solving complex and non-routine difficulties ▪ tracking and monitoring projects ▪ using a variety of problem-solving and decision-making strategies.
Initiative and enterprise:	<ul style="list-style-type: none"> ▪ responding to new and changing circumstances to ensure project outcomes remain achievable ▪ reviewing processes to inform future activity.

Planning and organising:	<ul style="list-style-type: none"> ▪ developing a quality assurance process and applying appropriate techniques and tools ▪ planning and managing projects in respect to time, cost, quality and resource management ▪ undertaking contingency planning and integrating all project processes.
Self-management:	<ul style="list-style-type: none"> ▪ managing own time and priorities and dealing with contingencies ▪ taking responsibility as required by work role and ensuring all organisational policies and procedures are followed ▪ using discretion and judgement required within complex environments ▪ using judgement in planning and selecting resources for oneself and others.
Learning:	<ul style="list-style-type: none"> ▪ providing learning and development opportunities for the project team ▪ counselling staff as required on skill development requirements.
Technology:	<ul style="list-style-type: none"> ▪ using electronic communication devices and processes such as internet, intranet, email, to produce written correspondence and reports ▪ using project management specific software, including time analysis and risk analysis tools ▪ using technology to assist the management of information and to assist the planning process.

Draft from
BSB01 Review

BSB60707 Advanced Diploma of Project Management

This qualification reflects the role of individuals who analyse, design and execute judgements using wide-ranging technical, creative, conceptual or managerial competencies. Their knowledge base may be specialised or broad. These individuals are often accountable for group outcomes.

Job roles

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

- branch/section leader – project management
- project manager
- project manager – construction/health.

Draft from BSB01
Review

Qualification pathways

Pre-requisite requirements

There are no pre-requisite requirements for individual units of competency.

Pathways to the qualification

Candidates may enter the qualification through a number of entry points that demonstrate potential to undertake vocational education and training at advanced diploma level, including:

- after achieving BSB51407 Diploma of Project Management or other relevant qualifications

OR

- providing evidence of competency in the majority of units required for BSB51407 Diploma of Project Management or other relevant qualifications

OR

- extensive vocational experience in the leadership of projects and teams, but without a formal project management qualification.

Examples of indicative job roles for candidates seeking entry based on their vocational experience include:

- project leader
- project management facilitator
- project or program administrator.

This breadth of expertise would equate to the competencies required to undertake this qualification.

Licensing, legislative, regulatory or certification considerations

While no licensing, legislative, regulatory or certification requirements apply holistically to this qualification at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact it. Refer to unit Performance Criteria and Range Statement for details.

Qualification rules		
Total number of units = nine Nine core units		
Core units	Draft from BSB01 Review	
BSBPMG601A		Direct the Integration of Projects
BSBPMG602A		Direct the Scope of a Project Program
BSBPMG603A		Direct Time Management of a Project Program
BSBPMG604A		Direct Cost Management of a Project Program
BSBPMG605A		Direct Quality Management of a Project Program
BSBPMG606A		Direct Human Resources Management of a Project Program
BSBPMG607A		Direct Communications Management of a Project Program
BSBPMG608A		Direct Risk Management of a Project Program
BSBPMG609A		Direct Procurement and Contracting for a Project Program

Employability skills summary

BSB60707 Advanced Diploma of Project Management

The following table summarises the employability skills required by industry for this qualification. The facets of employability skills described here are broad industry requirements that may vary, depending on qualification packaging options.

Employability skill	Industry requirements for this qualification include:
Communication:	<ul style="list-style-type: none"> ▪ consulting and negotiating contracts as required ▪ consulting with stakeholders and others on managing a range of project plans ▪ developing and managing formal and informal communication networks ▪ developing communication management plans and activities ▪ negotiating solutions to new and emerging issues ▪ producing a wide range of reports, visual presentations and charts to document project progress, milestones and outcomes ▪ utilising excellent interpersonal skills to consult, question, clarify and evaluate information.
Teamwork:	<ul style="list-style-type: none"> ▪ assigning responsibilities and supporting project managers ▪ demonstrating high level positive leadership and personnel management ▪ providing feedback while managing delivery environments of projects.
Problem solving:	<ul style="list-style-type: none"> ▪ analysing, coordinating and refining budgets ▪ coordinating conflicting requirements of individual projects ▪ designing control mechanisms for integrated projects ▪ managing human resources requirements, using a range of problem solving and decision making strategies.

Initiative and enterprise:	<ul style="list-style-type: none"> ▪ applying learning about ergonomic activities to develop improved processes ▪ identifying improvements to work design and organisation ▪ reviewing processes to inform future activity.
Planning and organising:	<ul style="list-style-type: none"> ▪ designing the work environment by matching people, their activities, equipment and systems ▪ managing within a quality management system, the complex interrelationships between projects including scope, risk, resources, time, cost, quality and communication ▪ tracking and monitoring projects.
Self-management:	<ul style="list-style-type: none"> ▪ planning own work ▪ selecting and prioritising projects within scope of one's job role ▪ working within organisational policies and procedures, and legislative requirements.
Learning:	<ul style="list-style-type: none"> ▪ establishing and implementing systems for on-going development and training of personnel ▪ passing on higher authority lessons learned from integrated project management.
Technology:	<ul style="list-style-type: none"> ▪ using a range of software, including project management specific programs and databases to analyse information ▪ using electronic communication devices and processes such as internet, intranet and email to produce written correspondence, Gantt charts, schedules and reports ▪ using technology to assist the management of information and the planning process.

Draft from BSB01
Review

Attachment 11: Capacity building units of competency from the Business Services Training Package

The revised Business Services Training Package includes a number of units of competency that relate to building capacity, including:

- BSBLED101A Plan Skills Development
- BSBLED401A Develop Teams and Individuals
- BSBLED501A Develop a Workplace Learning Environment
- BSBLED502A Manage Programs that Promote Person Effectiveness
- BSBLED701A Lead Personal and Strategic Transformation
- BSBLED702A Lead Learning Strategy Implementation
- BSBLED703A Implement Improved Learning Practice
- BSBLED705A Plan and Implement a Mentoring Program
- BSBLED706A Plan and Implement a Coaching Strategy.