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REGIONAL CERTIFICATE IN RESILIENCE LEVEL 2



SPREP
Secretariat of the Pacific Regional
Environment Programme



PACIFIC ISLANDS
FORUM SECRETARIAT



Pacific
Community
Communauté
du Pacifique



USP
THE UNIVERSITY OF THE
SOUTH PACIFIC

INTRODUCTION

The Regional Certificate in Resilience at Level 2 is one of four regional qualifications designed to create a pathway for resilience professionals to develop and enhance their skills and knowledge in the sector.

These qualifications set a benchmark for climate change adaptation and disaster risk reduction throughout the Pacific. It is hoped that by introducing this standard on a regional level, it will be possible for countries and territories throughout the region to build their capability and capacity to minimise the risks associated with climate change and disasters.

This Certificate is the first of four. It has been designed for those with no previous experience in the field, whether they are school leavers or those entering the field for the first time. This means it focuses on a foundational understanding of resilience, while also building transferable work-ready skills including communication, teamwork, and health and safety.

Upon completion, graduates can move on to the Level 4 Certificate if they would like to continue their educational journey. From there, they may then move to the two Regional Diplomas in Resilience at Levels 5 & 6.

This document contains three sections:

- Firstly, the **qualification** itself. This details the skills and knowledge expected of graduates, as well as explains the purpose, scope and general requirements for entry, delivery and completion of the qualification.
- Secondly, the **unit standards**. These break down the graduate outcomes into modular descriptions of competence. To graduate from the qualification, it is expected that trainees are assessed on and demonstrate the skills and knowledge included in each unit standard.
- Thirdly, **assessor guides**. These provide a suggested structure for assessing the qualifications, detailing the type of evidence that might be expected to demonstrate the competence detailed in the unit standards. While the assessor guides are not compulsory for delivery, they are included as a guide and model for structuring assessment.

These qualifications could not have been developed without the involvement and contributions of a large and varied group of experts from institutions across the Pacific. Resilience experts, education providers, tutors, professors, government agencies, qualification authorities, and independent researchers have all collaborated to create these qualifications.

Thank you to those involved for taking the time to offer their knowledge and experience. It has shaped these qualifications into the Pacific benchmarks they are today.

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REGIONAL CERTIFICATE 2 IN RESILIENCE

Regional Certificate 2 in Resilience

(Climate Change Adaptation & Disaster Risk Reduction/CCA & DRR)

The Certificate 2 in Resilience is a generic qualification aimed at those who may already be working in a field related to Resilience (CCA & DRR), or those who wish to pursue a career in Resilience. Unit standards are applied across diverse fields of Resilience.

	Compulsory Unit Standards
Level 1 credits	35
Level 2 credits	65
Level 3 credits	-
Level 4 credits	-
Minimum totals	100

Credit Value

One credit is equivalent to ten notional learning hours. Notional learning hours include: direct contact time with teachers and trainers (directed learning), time spent in studying, doing assignments, and undertaking practical tasks (self-directed/work related), time spent in assessment.

Resilience

The Pacific Island states are particularly vulnerable to the adverse effects of climate change. People living in the many island countries are already suffering from extreme weather events such as cyclones, droughts, heavy rainfall and floods, and their effects, for example coastal erosion and – especially on the atolls – water shortages. The predicted rise in sea levels, altered precipitation patterns, higher temperatures and acidification of the ocean will exacerbate these risks in the coming decades. This jeopardises the livelihoods of the people, most of whom are engaged in agriculture, forestry and fishing and are thus dependent on natural resources.

Purpose of the qualification

The purpose of the certificate level qualifications in Resilience is to use the formal vocational education sector to facilitate building national and regional capacity to: raise the level of awareness of resilience (CCA&DRR), and develop technical skills and knowledge to accurately monitor and assess impacts of climate change and natural hazards; identify solutions to reduce these risks; and plan, implement, and manage and implement risk reduction projects to reduce damage and losses. These qualifications contribute to developing a resilient Pacific Community whose people are educated and healthy and manage their resources in a sustainable way.

The purpose of this qualification is to provide people employed in, or who want to enter, the resilience sector with core knowledge and skills of resilience. Target learners are not expected to have pre-existing resilience skills or knowledge.

This qualification will provide communities, Pacific Island Countries and Territories, and the resilience sector with individuals who have broad basic knowledge and skills to engage as competent community members and employees in the context of resilience.

Graduates will be competent to undertake roles such as: technical assistant, advisory councillor's assistant, community engagement assistant, data collector, disaster volunteer, and community administrator.

Graduates of this qualification may progress on to the Certificate 4 in Resilience or other higher level qualifications in resilience or related fields.

Scope of qualification

The field of Resilience includes a broad spectrum of skills and knowledge pertaining to Climate Change Adaptation (CCA) and Disaster Risk Reduction (DRR). Certificates 1-4 in Resilience are generic qualifications. Diplomas 5 and 6 in Resilience offer strands in elective fields: Agriculture, Coastal Management, Fisheries, Forestry, and Water Resources.

All outcomes for this Certificate must be delivered so as to incorporate:

- **Workplace Health and Safety knowledge:**
 - How to access and interpret health and safety legislation and regulations that apply in the learner's locality.
 - Undertaking practical activities in a way that avoids harm to people and damage to property, environment, materials, tools, and equipment.
 - Recognizing that workplace health and safety includes personal safety, and may include responsibilities for the safety of others, safety planning, and safety in design.
- **Community needs:**
 - Recognizing that CCA and DRR projects are based in particular communities and input from the affected communities is a vital consideration in the success of projects.

Flexibility, and Recognition of Prior Learning, and Recognition of Current Competence

This qualification can be achieved in different settings including the community, workplace, and education institutions. Learners can achieve competence in ways most suited to their educational, work, or cultural needs and aspirations.

Recognition of Prior Learning (RPL) and recognition of Current Competence (RCC) acknowledges the skills and knowledge gained from workplace, community experiences or informal training which includes courses or study previously undertaken. Assessment for RPL or RCC must be undertaken by a qualified assessor.

Entry level/pre-requisites

Entry to the qualification requires **either completion of secondary school education to at least Year 10 or at least one year of experience working in a field related to the sector of Resilience (CCA & DRR)**. The equivalent experience requires evidence of 12 months of relevant activities undertaken in work and/or community environments within the past 24 months.

Credit Transfer Arrangements

The Pacific Qualification Framework allows for credit recognition and transfer from other regional or national qualifications through a process of mutual recognition. Credit transfer is a process whereby credits already achieved for one qualification are recognized towards a new qualification.

Pathways

On completion of the qualification graduates can progress to further learning in Resilience or other industry areas which provide the opportunity to gain higher level technical skills and knowledge and contribute to the workforce.

Graduate Profile

A graduate of a level 2 certificate is able to: demonstrate basic factual and/or operational knowledge of a field of work or study related to Resilience, apply known solutions to familiar problems, apply standard processes relevant to the field of work or study, apply literacy and numeracy skills relevant to the role in the field of work or study, work under general supervision, demonstrate some responsibility for own learning and performance, collaborate with others.

Graduate Outcomes

Graduates of the Certificate Level 2 in Resilience will be able to:

- Apply operational knowledge of workplace health and safety in a resilience context.

- Communicate with community to create awareness of resilience issues.
- Use basic tools, equipment, and calculations in a resilience context.
- Work as part of a team in a resilience context.
- Explain core concepts of hazards, disasters, weather, climate, climate change, DRR, and DRM.
- Explain key elements of vulnerability to climate change and hazards.
- Explain elements of personal or social vulnerability.
- Define traditional knowledge and explain its contribution to developing resilience early warnings and responses.

These graduate outcomes are aligned to Level 2 of the Pacific Qualifications Framework.

Requirements: A Certificate 2 in Resilience comprises 20 compulsory Unit Standards

7 Generic Skills Units: *The learning and assessment activities in these unit standards will apply to different fields of Resilience.*

ID	Unit Title	PQF Level	PQF Credit
CG100A	Apply knowledge of occupational health and safety in the workplace	1	5
CG100B	Apply appropriate communication skills in a resilience context in a workplace	1	5
CG100C	Perform workplace calculations	1	6
CG100D	Use and maintain tools and equipment for work practices in Resilience	1	8
CG200A	Apply knowledge of appropriate cultural and communication protocols for Pacific Island Countries and Territories	2	4
CG200B	Participate towards an objective in a team	2	5
CG200C	Apply knowledge of vulnerability of individuals or groups within a community	2	15

PLUS

13 Core Skills Units

ID	Unit Title	PQF Level	PQF Credit
CR100A	Describe hazards and disasters in a resilience context	1	5
CR100B	Describe weather and climate in a resilience context	1	2
CR100C	Describe vulnerability in a resilience context	1	2
CR100D	Describe traditional knowledge in communities	1	2
CR200A	Demonstrate knowledge of the classification and identification of hazards and disasters	2	8
CR200B	Demonstrate knowledge of the causes and impacts of climate change	2	5
CR200C	Demonstrate knowledge of climate variability for a Pacific Island Country or Territory and for the Pacific Region in a resilience context	2	3
CR200D	Apply knowledge of responses to climate change at a community level	2	5
CR200E	Describe disaster risk reduction and management as approaches to disaster risk	2	2
CR200F	Explain vulnerability of communities to climate and disaster related hazards	2	5
CR200G	Demonstrate knowledge of resilience-related traditional knowledge held by communities	2	3
CR200H	Apply traditional knowledge for improving community resilience	2	7
CR200I	Explain similarities and differences between climate change adaptation and disaster risk reduction	2	3

Regional Registration Information**Provider Arrangements**

Accredited providers/assessors need to apply to the regional accrediting agency (EQAP) to deliver this qualification. In addition, if the Pacific country hosting delivery has national quality and/or registration requirements the provider must comply with the national application processes.

Version

This is the second version of the Certificate 2 in Resilience. This qualification and the unit standards were endorsed on 26 July 2021 by a representative group of industry and educational specialists. Endorsement was also obtained through wider consultation using virtual methods.

Articulation arrangements

This qualification contains articulation arrangements. Subject to the following criteria it allows learners to exit with partial completion and be recognized with competency equivalent to a level 1 Certificate in Resilience. Providers intending to use the flexibility provided by this articulation need to meet the requirements for Approval to Deliver a Regional Qualification of the relevant authority.

To be recognized with competency equivalent to a level 1 certificate, learners must complete the following unit standards:

<i>ID</i>	<i>Unit Title</i>	<i>PQF Level</i>	<i>PQF Credit</i>
CG100A	Apply knowledge of occupational health and safety in the workplace	1	5
CG100B	Apply appropriate communication skills in a resilience context in a workplace	1	5
CG100C	Perform workplace calculations	1	6
CG100D	Use and maintain tools and equipment for work practices in Resilience	1	8
CG200A	Apply knowledge of appropriate cultural and communication protocols for Pacific Island Countries and Territories	2	4
CG200B	Participate towards an objective in a team	2	5
CR100A	Describe hazards and disasters in a resilience context	1	5
CR100B	Describe weather and climate in a resilience context	1	2
CR100C	Describe vulnerability in a resilience context	1	2
CR100D	Describe traditional knowledge in communities	1	2
CR200B	Demonstrate knowledge of the causes and impacts of climate change	2	5
CR200C	Demonstrate knowledge of climate variability for a Pacific Island Country or Territory and for the Pacific Region in a resilience context	2	3
CR200F	Explain vulnerability of communities to climate and disaster related hazards	2	5
CR200G	Demonstrate knowledge of resilience-related traditional knowledge held by communities	2	3

Entrants to the Level 2 Certificate who have completed the Level 1 Certificate, will have the credit already achieved for the Level 1 Certificate recognized for the Level 2 Certificate.

Teacher to Learner Ratio for Qualification Delivery

The qualification has been developed with inherent flexibility so that it can be delivered in any of the Pacific Island Countries or Territories. Optimum ratio of teachers to learners will depend on the training provider, the country or territory in which it is delivered, and the mode of delivery.

To ensure consistency in delivery, a maximum teacher to learner ratio of 1:30 is required, with a preferred teacher to learner ratio being 1:20.

Certification & Award

This qualification will be awarded by the training provider who provides the learning and assessment. It may also be awarded by a Pacific Island national accrediting agency and/or an accredited training organisation.

The provider shall include a statement that makes reference to their accreditation on the Pacific Qualifications Framework on behalf of the Pacific Community.

The award shall include a statement that the qualification has been accredited at level 2 on the framework, by the Pacific Board for Educational Quality. Where delivery has been contextualized to a specific island nation award will include a statement that the awarded qualification is equivalent or comparable to a similar qualification at level 2 on the framework, by the Pacific Board for Educational Quality.

Quality Assurance

Assessors assessing against regional unit standards must comply with the Pacific Quality Assurance Framework (PQAF) and relevant national quality assurance standards.

Review

Regional qualifications exist to meet the needs of learners and the broader Pacific community and economy. All qualifications need to be reviewed periodically to ensure they remain useful, relevant, and fit for purpose. Qualifications in sectors where there is rapid change such as Resilience (CCA & DRR) may need to be reviewed more frequently than those sectors where the pace of change is slower.

Reviews for the qualifications in Resilience will focus on ensuring relevance and appropriateness in a regional and national context. The next qualification review will be undertaken in or before its fourth year of accreditation. The review process will be initiated by the owners of the Resilience qualifications. Experts from the resilience industry and training organisations will be invited to participate in the review. The feedback from experts will form the basis of the review.

This table indicates the date of accreditation to be noted in the review process.

Accrediting Agency	Version	Review Date
Education Quality Assessment Programme (The Pacific Community)	1	August 2018
Education Quality Assessment Programme (The Pacific Community)	2	April 2022

Qualification Developer

This qualification was developed by the Pacific Community to EQAP.

Pacific Regional Qualifications Unit

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UNIT STANDARDS

Title	Apply knowledge of occupational health and safety in the workplace				
Code	CG100A	Level	1	Credits	5

Purpose	<p>This unit standard is for persons who work, or may intend to work, in the field of resilience. It covers competency in generic knowledge and/or skills that learners will apply when working in entry level roles in resilience.</p> <p>This unit standard applies to individuals under immediate support and clear direction who are developing basic skills and knowledge of occupational health and safety principles and practices. It is intended for those who need to be able to maintain their own safety in their workplace, wherever that might be.</p> <p>Persons credited with this unit standard will be able to:</p> <ul style="list-style-type: none"> - describe legislative rights and responsibilities for occupational health and safety; - describe approaches to occupational health and safety in the workplace; - demonstrate knowledge of the principles of occupational safety in a given workplace; and - demonstrate safe work practices in a specific workplace.
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Classification	Generic
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Critical health and safety prerequisites	All training and assessment activities must be in accordance with health and safety legislation and related regulations of the relevant Pacific Island country.
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Quality assurance requirements	<p>This unit standard may only be assessed and recommended for award by qualified Assessors.</p> <p>Assessors must comply with the regional and national assessment and moderation requirements of quality frameworks. Details of specific registration and accreditation requirements and the national assessment arrangements are available from EQAP on EQAP@spc.int.</p>
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Explanatory notes

- 1 Definition
Workplace means any environment where work related to resilience takes place. It may be an indoor or outdoor space, and may include employer facilities, community environments, or simulated environments at training establishments. Learners entering resilience roles are likely to be working in community environments. Training and assessment should

incorporate awareness of the heightened risks that can arise in these less structured workplaces.

2 Legislation

All activities associated with this unit standard must comply with the requirements of national codes of practice, regulations and legislation for workplace health, safety, and environmental protection, and any subsequent amendments.

- 3 This unit standard is intended to be practical in nature. For the purposes of assessment, evidence derived from actual activity in a community context is expected. Where this is impractical, case study or role play based assessment tasks may be used provided they realistically emulate real work situations that learners are likely to encounter.

Outcomes and performance criteria

Outcome 1

Describe legislative rights and responsibilities for occupational health and safety.

Performance criteria

- 1.1 Responsibilities of workplaces and employers are described.
Range responsibilities may include but are not limited to – taking all practicable steps to ensure the safety of workers, providing personal protective clothing and equipment, managing risks, providing supervision and training.
- 1.2 Responsibilities and rights of workers are described.
Range responsibilities and rights may include but are not limited to – protecting the health and safety of self and others, using protective clothing and equipment, the right to refuse unsafe work, to be adequately supervised and/or trained.

Outcome 2

Describe approaches to occupational health and safety in the workplace.

Performance criteria

- 2.1 Systems are described in terms of their requirements.
Range systems may include but are not limited to – emergency procedures, training, worker participation and engagement, risk identification and hazard reporting, risk management.
- 2.2 Hierarchy of controls is described in terms of eliminating and minimizing risk.
Range evidence is required of two examples each of eliminating and minimizing risk.

Outcome 3

Demonstrate knowledge of the principles of occupational safety in a given workplace.

Performance criteria

- 3.1 Safe work practices are identified in relation to workplace requirements.
Range examples may include but are not limited to – personal protective equipment, standard operating procedures, signage, safety guarding, work permits.
evidence is required for a minimum of three examples.

- 3.2 Workplace hazard identification systems are identified.
 Range examples of systems may include but are not limited to – hazard registers, hazard reports, inspections, area analysis, task analysis.
 evidence is required for a minimum of three of these.
- 3.3 Good workplace health and safety practice is explained in terms of the importance of clear and effective communication.
- 3.4 Communication methods and procedures are described in terms of workplace requirements.
 Range may include but is not limited to – radio, electronic, signage, oral, written, sirens, signals.
 evidence is required for a minimum of three procedures.
- 3.5 The distinction between risks and hazards is described.
 Range evidence is required of four examples of risks and hazards.

Outcome 4

Demonstrate safe work practices in a specific workplace.

Performance criteria

- 4.1 Routine work activities are carried out in accordance with workplace requirements.
 Range may include but is not limited to – correct use of personal protective equipment, following safety rules, demonstrating an awareness of workplace hazards and controls, incident reporting, and compliance with signage and entry requirements.
 evidence of a minimum of two examples is required.
- 4.2 Communication methods and procedures are applied to workplace activities according to organisational requirements.
- 4.3 Workplace hazard identification methods are applied according to organisational requirements.
- 4.4 Unsafe work practices are identified, and corrective actions applied in accordance with organisational requirements.
- 4.5 Documentation relating to safe work practices is identified and followed in accordance with organisational requirements.

Planned Review Date	31 December 2024
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	05/04/2022	N/A

Title	Apply appropriate communication skills in a resilience context in a workplace				
Code	CG100B	Level	1	Credits	5

Purpose	<p>This unit standard is for persons who work, or may intend to work, in the field of resilience. It covers competency in generic knowledge and/or skills that learners will apply when working in entry level roles in resilience.</p> <p>It applies to individuals under immediate support and clear direction who are developing basic skills and knowledge of workplace communication procedures and techniques. It is intended for those who need clear and concise oral and written communication skills for their everyday work.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> – describe appropriate workplace communication procedures; – communicate appropriately in the workplace; and – develop draft information.
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Classification	Generic
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Critical health and safety prerequisites	All training and assessment activities must be in accordance with health and safety legislation and related regulations of the relevant Pacific Island country.
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Recommended skills and knowledge	<ul style="list-style-type: none"> – gather information about procedures, methods, and equipment requirements for workplace communication, with the assistance of others – use appropriate verbal and non-verbal skills to seek and convey information in face-to-face situations – draft routine written documents within designated timeframes and check that the documents meet organisational requirements. – outline organisational policies, plans and procedures related to the organisation's standards or protocols for workplace communication – describe different communication styles appropriate in the workplace
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Quality assurance requirements	<p>This unit standard may only be assessed and recommended for award by qualified Assessors.</p> <p>Assessors must comply with the regional and national assessment and moderation requirements of quality frameworks. Details of specific registration and accreditation requirements and the</p>
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	national assessment arrangements are available from EQAP on EQAP@spc.int .
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Explanatory notes

1 Definitions

Basic **communication skills in the workplace** are the ability to gather, convey and receive information effectively and efficiently to achieve the desired outcome. Candidates are expected to complete the activities in a context that is consistent with working in the resilience field.

Stakeholders may refer to individuals within communities, or any person linked to the improvement of community resilience who would be at the level of the learner. For example, this may include such individuals as assistants, volunteers, and administrators that a person at this level would be expected to interact with in their daily work.

Workplace means any environment where work related to resilience takes place. It may be an indoor or outdoor space, and may include employer facilities, community environments, or simulated environments at training establishments.

2 Legislation

All activities associated with this unit standard must comply with the requirements of national codes of practice, regulations and legislation for privacy, confidentiality of information and intellectual property rights, and any subsequent amendments.

3 This unit standard is intended to be practical in nature. For the purposes of assessment, evidence derived from actual activity in a community context is expected. Where this is impractical, case study or role play based assessment tasks may be used provided they realistically emulate real work situations that learners are likely to encounter.

Outcomes and performance criteria

Outcome 1

Describe appropriate workplace communication procedures.

Performance criteria

- 1.1 Organisational communication requirements and workplace procedures are described.
- 1.2 Communication requirements and procedures are identified in terms of appropriateness to different organisational structures.
- 1.3 Appropriate lines of communication with supervisors and colleagues are identified.
- 1.4 Appropriate lines of communication with stakeholders are identified.
- 1.5 Advice is sought on the communication method/technology most appropriate for the task.

Outcome 2

Communicate appropriately in the workplace.

Performance criteria

- 2.1 Effective questioning, and active listening and speaking skills are used to gather and convey information.
- 2.2 Appropriate non-verbal behaviour is used at all times.
- 2.3 Constructive feedback is encouraged, acknowledged, and acted upon.

Outcome 3

Develop draft information.

Performance criteria

- 3.1 Relevant procedures and formats are identified for draft information.
- 3.2 Assigned draft information is developed and presented in accordance with organisational requirements.
Range written clearly, concisely, and completed within designated timeframes.
- 3.3 Draft information meets required standards of style, format, and detail.
- 3.4 Clear and concise notes are prepared during meeting, training and/or workplace activities.
- 3.5 Assistance and/or feedback is sought to improve personal development of communication skills.

Planned Review Date	31 December 2024
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	05/04/2022	N/A

Title	Perform workplace calculations				
Code	CG100C	Level	1	Credits	6

Purpose	<p>This unit standard is for persons who work, or may intend to work, in the field of resilience. It covers competency in generic knowledge and/or skills that learners will apply when working in entry level roles in resilience.</p> <p>It applies to individuals under immediate support and clear direction who are developing basic mathematical knowledge and skills. It is intended for those who need a foundational understanding of calculations and representations of numerical information in a wide range of contexts.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> - carry out workplace calculations; and - interpret graphical representations of numerical information.
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Classification	Generic
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Recommended skills and knowledge	<ul style="list-style-type: none"> – carry out basic calculations as they relate to the job role – interpret graphical representations of mathematical information – operating and adapting to differences in equipment in accordance with standard operating procedures – reading and interpreting instructions, procedures, and information relevant to basic workplace calculations – basic mathematical operations and techniques – procedures for identifying and using relevant workplace technology when carrying out workplace calculations – ways of representing basic mathematical information
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Quality assurance requirements	<p>This unit standard may only be assessed and recommended for award by qualified Assessors.</p> <p>Assessors must comply with the regional and national assessment and moderation requirements of quality frameworks. Details of specific registration and accreditation requirements and the national assessment arrangements are available from EQAP on EQAP@spc.int.</p>
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Explanatory notes

- 1 Definition
Workplace means any environment where work related to resilience takes place. It may be an indoor or outdoor space, and may include employer facilities, community environments, or simulated environments at training establishments.
- 2 Legislation
All activities associated with this unit standard must comply with the requirements of relevant national codes of practice, regulations and legislation, and any subsequent amendments.
- 3 This unit standard is intended to be practical in nature. For the purposes of assessment, evidence derived from actual activity in a community context is expected. Where this is impractical, case study or role play based assessment tasks may be used provided they realistically emulate real work situations that learners are likely to encounter.

Outcomes and performance criteria

Outcome 1

Carry out workplace calculations.

Performance criteria

- 1.1 Items are counted singularly and in batches and sorted numerically as required.
- 1.2 Calculations needed to complete work tasks are performed using the four basic processes of: addition, subtraction, multiplication, and division.
- 1.3 Calculations involving fractions, percentages, and mixed numbers along with using the four basic processes are performed as required.
- 1.4 Calculation inputs and results are rounded to levels appropriate to the calculations being performed.
Range may include but is not limited to nearest million, thousand, hundred, ten, and rounding decimals to one or two places.
- 1.5 Calculator, computer applications, and on-line tools are used to complete workplace tasks.
- 1.6 Estimates are made to identify, check, or communicate information where detailed data is not available or necessary.
Range using rounded inputs to derive the expected range of results to check the reasonability of a calculation, estimating heights and distances to produce sketch maps and drawings that are realistically proportioned or scaled.
- 1.7 Numerical information is self-checked and corrected for accuracy.

Outcome 2

Interpret graphical and numerical information.

Performance criteria

- 2.1 Numerical information is recognized where represented in symbols, diagrams, and pictures/images.
- 2.2 Numerical information is converted to graphic form appropriate to the information and the intended audience.
Range may include but is not limited to graphs, symbols, diagrams, or other infographic elements.
- 2.3 Basic conclusions are drawn from information that is commonly shown graphically.
Range includes but is not limited to contour maps, isobar or weather maps, land or sea thermo imaging.

- 2.4 Basic estimates of total quantities of materials needed for a work task are prepared from itemized plans and drawings.

Planned Review Date	31 December 2024
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	05/04/2022	N/A

Title	Use and maintain tools and equipment for work practices in resilience				
Code	CG100D	Level	1	Credits	8

Purpose	<p>This unit standard is for persons who work, or may intend to work, in the field of resilience. It covers competency in generic knowledge and/or skills that learners will apply when working in entry level roles in resilience.</p> <p>It applies to individuals under immediate support and clear direction who are developing basic skills and knowledge of handling tools and equipment. It is intended for those who will be working in an outdoor environment and need the ability to work with and keep care of their tools and equipment.</p> <p>Persons credited with this unit standard are, in a resilience context, able to:</p> <ul style="list-style-type: none"> – use appropriate tools, equipment, and resources; – repair and perform routine maintenance tasks to tools and equipment; – apply the correct storage measures for tools, equipment, and resources; and – demonstrate care and safe work practices using tools and equipment.
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Classification	Generic
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Critical health and safety prerequisites	All training and assessment activities must be in accordance with health and safety legislation and related regulations of the relevant Pacific Island country.
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Recommended skills and knowledge	<ul style="list-style-type: none"> – Skills in applying safety procedures when operating and maintaining hand tools, other tools and basic equipment used in various areas of Resilience – Operational knowledge on hand tools, tools, and basic equipment workings (in order to recognize malfunctions and to perform simple repairs and maintenance). – Identification of wear and tear on tools and equipment. – Knowledge on types of tools and equipment, purpose, and suitability for tasks. – Knowledge on regional and national Occupational Health and Safety legislation and regulations as it applies to the specific usage of tools, equipment, and workplace practices – Knowledge of workplace procedures to be followed regarding the reporting of problems related to tools and their status
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Quality assurance requirements	<p>This unit standard may only be assessed and recommended for award by qualified Assessors.</p> <p>Assessors must comply with the regional and national assessment and moderation requirements of quality frameworks. Details of specific registration and accreditation requirements and the national assessment arrangements are available from EQAP on EQAP@spc.int.</p>
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Explanatory notes

- 1 Definitions

Occupational Health and Safety is concerned with protecting the safety, health and welfare of people engaged in work practices.

Safety Procedures are a series of specific steps that guide a worker through a task from start to finish in a chronological order. Safe job procedures are designed to reduce the risk of injury by minimizing potential exposure.

Tools are those pieces of equipment used in a resilience context to forecast, measure, or investigate the environment. Examples might include rain gauges, thermometers, handheld compasses, maps and data tables, and wind vanes. Additional examples are included in the assessor guide.

Workplace means any environment where work related to resilience takes place. It may be an indoor or outdoor space, and may include employer facilities, community environments, or simulated environments at training establishments.
- 2 Legislation

All activities associated with this unit standard must comply with the requirements of national codes of practice, regulations and legislation for workplace health, safety, and environmental protection, and any subsequent amendments.
- 3 This unit standard is intended to be practical in nature. For the purposes of assessment, evidence derived from actual activity in a community context is expected. Where this is impractical, case study or role play based assessment tasks may be used provided they realistically emulate real work situations that learners are likely to encounter.
- 4 Learning and assessment environment

Learning and assessment activities require learners to use appropriate tools and equipment in a way that avoids harm to self and others, and damage to tools and equipment. Learners are likely to be unfamiliar with hand and power tools and not recognize appropriate tools for a particular task, or the requirements for safe use. Direct supervision may therefore be required during learning or assessment.

Outcomes and performance criteria

Outcome 1

Use appropriate tools, equipment, and resources in a resilience context.

Performance criteria

- 1.1 Appropriate hand tools or equipment required are identified and accessed, under direct instruction.
- 1.2 Hand tools, other tools, and equipment are operated in accordance with manufacturer's specifications and instructions, under direct supervision.

- 1.3 Quantities and resources required to complete tasks using hand tools, other tools, and equipment are estimated.
- 1.4 The purpose of different tools and equipment used for different fields of work in Resilience is explained.

Outcome 2

Repair and perform routine maintenance tasks to tools and equipment in a resilience context.

Range Cleaning, repair, and maintenance related to the use of tools and equipment refers to elementary matters, such as screws, bolts, or fittings becoming loose, moving parts becoming stuck or dirty, componentry becoming corroded. The correct course of action may be to discontinue using the equipment or, if appropriate, to repair the hand tool or equipment.

Performance criteria

- 2.1 Cleaning and maintenance of tools and equipment is undertaken according to manufacturer specifications or instructions.
- 2.2 Problems associated with tools and equipment requiring additional repairs are identified and reported appropriately.
- 2.3 Simple repair and routine maintenance tasks are performed on tools and equipment in accordance with manufacturer's specifications and instructions.
- 2.4 Records concerning malfunctioning tools and equipment are maintained and issues reported in accordance with workplace procedures.

Outcome 3

Apply the correct storage measures for tools, equipment, and resources in a resilience context.

Performance criteria

- 3.1 Tools and equipment are cleaned before being returned to storage in accordance with instructions.
- 3.2 Tools, equipment, and resources are stored according to prescribed methods and safety requirements.

Outcome 4

Demonstrate care and safe work practices using tools and equipment in a resilience context.

Performance criteria

- 4.1 Safe work procedures are followed, including correct use of personal protective clothing and equipment as specified.
- 4.2 Safety procedures for reporting hazards in the workplace are applied.
- 4.3 Situations that may endanger own safety and that of others are identified and reported appropriately.
- 4.4 Injuries and incidents are dealt with promptly following the correct recording and reporting procedure.

Planned Review Date	31 December 2024
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	05/04/2022	N/A

Title	Apply knowledge of appropriate cultural and communication protocols for Pacific Island Countries and Territories				
Code	CG200A	Level	2	Credits	4

Purpose	<p>This unit standard is for persons who work, or may intend to work, in the field of resilience. It covers competency in generic knowledge and/or skills that learners will apply when working in entry level roles in resilience.</p> <p>This unit standard applies to individuals under close support and direction who are developing operational skills and knowledge for appropriate communication and engagement with communities in Pacific Island Countries and Territories. It is intended for those who need to be able to understand and respect cultures across the Pacific and apply appropriate cultural protocols for the purposes of community consultation.</p> <p>People credited with this unit standard are able to:</p> <ul style="list-style-type: none"> - identify beliefs and associated cultural protocols for specific Pacific Island countries and communities; - identify Pacific Island Country cultural authorities; - use cultural protocols in community consultations; and - use appropriate personal and social protocols with communities.
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Classification	Generic
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Recommended skills and knowledge	<ul style="list-style-type: none"> – identify and consult with appropriate cultural authorities for a community – identify cultural information, material and cultural expression that is appropriate to be shared – identify groups to be consulted in relation to owners or custodians of cultural and community knowledge – follow cultural protocols for consultation, research and recording information about particular Pacific Island communities
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Quality assurance requirements	<p>This unit standard may only be assessed and recommended for award by qualified Assessors.</p> <p>Assessors must comply with the regional and national assessment and moderation requirements of quality frameworks. Details of specific registration and accreditation requirements and the national assessment arrangements are available from EQAP on EQAP@spc.int.</p>
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Explanatory notes
1 Definitions

Culture is the characteristics and knowledge of a particular group of people, defined by everything from language, religion, food, social structure, music, dance, and arts.

2 Legislation

All activities associated with this unit standard must comply with the requirements of national codes of practice, regulations and legislation for privacy, confidentiality of information and intellectual property rights, and any subsequent amendments.

3

This unit standard is intended to be practical in nature. For the purposes of assessment, evidence derived from actual activity in a community context is expected. Where this is impractical, case study or role play based assessment tasks may be used provided they realistically emulate real work situations that learners are likely to encounter.

4 Range

Protocols will be relevant to a specific Pacific Island country and/or community. The Pacific Island protocols will depend on the relationships of those involved in the communication and must be used in accordance with culturally appropriate practices for the specified Pacific Island.

Candidates are expected to complete the activities in a context that is consistent with working in the resilience field.

Outcomes and performance criteria
Outcome 1

Identify beliefs and associated cultural protocols for specific Pacific Island countries and communities.

Performance criteria

- 1.1 The importance of Pacific island beliefs and the relationship of these beliefs with cultural landscapes is identified.
- 1.2 Cultural gender roles are identified, described, and respected.
- 1.3 Language that informs the basis of social relationships and community roles within specific Pacific Island countries is identified, described, and respected.
- 1.4 Cultural groups and avoidance relationships are identified, described, and respected.
- 1.5 The rights of individuals within communities to hold specific knowledge and ceremony is described.
- 1.6 The rights and responsibilities of individuals within communities associated with sharing that knowledge are described.
- 1.7 The inherent diversity that exists within the Pacific region, countries, communities, and outer islands is described.

Outcome 2

Identify Pacific Island Country cultural authorities.

Performance criteria

- 2.1 Various approaches and resources to identify cultural authorities for a specific Pacific Island Country are applied.
- 2.2 Appropriate cultural authorities are identified and communicated with for cultural advice.
- 2.3 The advice from cultural authorities is respected and implemented.

- 2.4 Rights and responsibilities associated with cultural knowledge, story, song, land, and ceremony are respected and implemented.
- 2.5 Traditional knowledge and practices are acknowledged and respected.

Outcome 3

Use cultural protocols in community consultations.

Performance criteria

- 3.1 Key protocols required for specific Pacific island country community consultation are identified and recorded.
- 3.2 Participants for, and methods of, consultation are selected in accordance with decisions made by community cultural authorities.
- 3.3 Cultural protocols and values are placed as a principal concern in applied communication approaches.
- 3.4 Community consultation for a specific Pacific Island Country and community is participated in following appropriate cultural protocols.

Outcome 4

Use appropriate personal and social protocols with communities.

Performance criteria

- 4.1 Personal protocols for addressing and greeting persons, personal contact, and gestures are observed in interactions.
- 4.2 Respect for local and community traditions and social structures guides personal presentation and conduct.
- 4.3 Customs and idioms of the Pacific Island Country and local community are reflected in personal communication styles such as language, non-verbal communication, discussion, meaning, questioning, eye contact and silence.

Planned Review Date	31 December 2024
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	05/04/2022	N/A

Title	Participate towards an objective in a team				
Code	CG200B	Level	2	Credits	5

Purpose	<p>This unit standard is for persons who work, or may intend to work, in the field of resilience. It covers competency in generic knowledge and/or skills that learners will apply when working in entry level roles in resilience.</p> <p>It applies to individuals under close support and direction who are developing operational skills and knowledge of working as part of a team. It is intended for those who need to engage with their team and contribute to work in a team environment.</p> <p>Persons credited with this unit standard will be able to:</p> <ul style="list-style-type: none"> – communicate with a team towards achievement of objectives; – contribute to team activities; – share knowledge and information with team members; and – support team members.
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Classification	Generic
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Recommended skills and knowledge	<ul style="list-style-type: none"> – Apply teamwork to a range of situations – Skills in encouraging others/team members – Written and verbal communication skills – Interpersonal skills – Knowledge on fundamentals of team structures and dynamics – Knowledge on causes of conflict and dysfunctional work groups – Knowledge on basic conflict resolution – Participation and expression of views in a group environment – Willingness to share information in a team environment
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Quality assurance requirements	<p>This unit standard may only be assessed and recommended for award by qualified Assessors.</p> <p>Assessors must comply with the regional and national assessment and moderation requirements of quality frameworks. Details of specific registration and accreditation requirements and the national assessment arrangements are available from EQAP on EQAP@spc.int.</p>
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Explanatory notes

- 1 Definitions
Contribute to workplace goals includes completion of tasks, development of new skills, personal development, attainment of new knowledge.

Feedback may include acknowledging initiatives, ideas, assistance, and performance.

Function refers to the activities of the group/team, how it operates.

Organisation's policy and procedures vary between sectors and organisations and include strategic plans, operational procedures and standards, and relevant legislation.

Participate means take part in, be part of a group/team working towards achievement of objective(s), under direction and supervision.

Team means two or more people working together towards a common purpose.

2 Legislation

All activities associated with this unit standard must comply with the requirements of national codes of practice, regulations and legislation for workplace health, safety, and environmental protection and any subsequent amendments.

- 3 This unit standard is intended to be practical in nature. For the purposes of assessment, evidence derived from actual activity in a community context is expected. Where this is impractical, case study or role play based assessment tasks may be used provided they realistically emulate real work situations that learners are likely to encounter.

4 Scope

For the purposes of assessment, the scope of the team objective should be consistent with the level and complexity of work a learner who has newly completed this unit standard is likely to encounter in their daily work.

Outcomes and performance criteria

Outcome 1

Communicate with a team towards achievement of objectives.

Performance criteria

- 1.1 Interpersonal skills appropriate to the work context are used to support effective teamwork.
- 1.2 Questions are used to clarify and obtain information from other team members.
- 1.3 Group discussions are participated in.
- 1.4 Information is conveyed in a logical, clear, and concise manner.

Outcome 2

Contribute to team activities.

Performance criteria

- 2.1 Roles and responsibilities of team members are recognized.
- 2.2 Contribution is made to identifying team goals and objectives.
- 2.3 Activities are completed to required standard within timeframe and in accordance with organisation's policies and procedures.
- 2.4 Assistance in the completion of tasks is requested from other team members where appropriate.
- 2.5 Participation of team members is encouraged and acknowledged.
- 2.6 Changes in allocated roles and responsibilities are implemented.
- 2.7 Team meetings are attended regularly and punctually.

Outcome 3

Share knowledge and information with team members.

Performance criteria

- 3.1 Information relevant to work is communicated effectively with team members to enable efficient completion of tasks.
- 3.2 Knowledge and skills are shared between team members.

Outcome 4

Support team members.

Performance criteria

- 4.1 Feedback/assistance is given to other team members in an appropriate manner.
- 4.2 Team members are supported in achieving goals.
- 4.3 Feedback from other team members is acted upon appropriately.

Planned Review Date	31 December 2024
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	05/04/2022	N/A

Title	Apply knowledge of vulnerability of individuals or groups within a community				
Code	CG200C	Level	2	Credits	15

Purpose	<p>This unit standard is for persons who work, or may intend to work, in the field of resilience. It covers competency in generic knowledge and/or skills that learners will apply when working in entry level roles in resilience.</p> <p>It applies to individuals under close support and direction who are developing factual skills and knowledge of vulnerability at a sub-community level. It is intended for those who need an understanding of how vulnerability in a community can be unequally distributed, and what this looks like in the context of a specific community.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> – explain elements of vulnerability of individuals or groups; – apply knowledge of the relationship between resilience and the vulnerability of individuals to a specific community; and – describe mechanisms intended to address the vulnerability of individuals or groups.
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Classification	Generic
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Quality assurance requirements	<p>This unit standard may only be assessed and recommended for award by qualified Assessors.</p> <p>Assessors must comply with the regional and national assessment and moderation requirements of quality frameworks. Details of specific registration and accreditation requirements and the national assessment arrangements are available from EQAP on EQAP@spc.int.</p>
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Explanatory notes

- 1 **Legislation**
All activities associated with this unit standard must comply with the requirements of relevant national codes of practice, regulations and legislation, and any subsequent amendments.
- 2 This unit standard is intended to be practical in nature. For the purposes of assessment, evidence derived from actual activity in a community context is expected. Where this is impractical, case study or role play based assessment tasks may be used provided they realistically emulate real work situations that learners are likely to encounter.
- 3 **Range**
Elements of vulnerability may include but are not limited to – gender, age, social, human rights, functional, sexual orientation.

Outcomes and performance criteria

Outcome 1

Explain elements of vulnerability of individuals or groups.

Performance criteria

- 1.1 Elements of vulnerability are described in terms of the vulnerability of individuals or groups.
- 1.2 Contributing factors that may lead to elements of vulnerability are explained in terms of vulnerability of individuals or groups.
- 1.3 Elements of vulnerability are explained in terms of effects on individuals or groups.

Outcome 2

Apply knowledge of the relationship between resilience and the vulnerability of individuals or groups to a specific community.

Range evidence of four required.

Performance criteria

- 2.1 The effects of climate change and disasters are explained in terms of impact on vulnerable individuals or groups within a specific community.
- 2.2 Difficulties with addressing vulnerabilities are explained in terms of vulnerable individuals or groups within a specific community.
- 2.3 Approaches to addressing vulnerabilities are explained in terms of vulnerable individuals or groups within a specific community.

Outcome 3

Describe mechanisms intended to address the vulnerability of individuals or groups.

Performance criteria

- 3.1 Global mechanisms intended to address the vulnerability of individuals or groups are described in terms of aims of mechanisms.
Range may include but is not limited to – UN Convention on the Rights of the Child, UN Convention on Elimination of All Forms of Discrimination Against Women, UN Convention on the Rights of Persons with Disabilities.
- 3.2 Regional mechanisms intended to address the vulnerability of individuals or groups are described in terms of aims of mechanisms.
Range may include but is not limited to – Framework for Resilient Development in the Pacific, Macau Declaration and Plan of Action on Ageing for Asia and Pacific Region.

Planned Review Date	31 December 2024
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	05/04/2022	N/A

Title	Describe hazards and disasters in a resilience context				
Code	CR100A	Level	1	Credits	5

Purpose	<p>This unit standard is for persons who work, or may intend to work, in the field of resilience. It covers competency in knowledge and/or skills specific to resilience.</p> <p>It applies to individuals who are developing a basic knowledge of the terminology around hazards and disasters.</p> <p>Persons credited with this unit standard are able to describe hazards and disasters in a resilience context.</p>
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Classification	Core
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Quality assurance requirements	<p>This unit standard may only be assessed and recommended for award by qualified Assessors.</p> <p>Assessors must comply with the regional and national assessment and moderation requirements of quality frameworks. Details of specific registration and accreditation requirements and the national assessment arrangements are available from EQAP on EQAP@spc.int.</p>
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Explanatory notes

- 1 Legislation
All activities associated with this unit standard must comply with the requirements of relevant national codes of practice, regulations and legislation, and any subsequent amendments.

Outcomes and performance criteria

Outcome 1

Describe hazards and disasters in a resilience context.

Performance criteria

- 1.1 Hazards are defined.
- 1.2 Disasters and emergencies are defined.
- 1.3 Hazards, emergencies, and disasters are described in terms of their differences.
- 1.4 Hazard and disaster events are described.

Range	hazards and disaster events may include but are not limited to – earthquake, tsunami, volcanic eruption, tropical cyclone, landslides, flooding, king tides, drought, coastal erosion, fire, outbreak of pests and diseases, pollution; evidence of three required.
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Planned Review Date		31 December 2024	
Status information and last date for assessment for superseded versions			
Process	Version	Date	Last Date for Assessment
Registration	1	05/04/2022	N/A

Title	Describe weather and climate in a resilience context				
Code	CR100B	Level	1	Credits	2

Purpose	<p>This unit standard is for persons who work, or may intend to work, in the field of resilience. It covers competency in knowledge and/or skills specific to resilience.</p> <p>It applies to individuals who are developing basic knowledge of the terminology around weather and climate.</p> <p>Persons credited with this unit standard are able to describe weather and climate in a resilience context.</p>
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Classification	Core
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Quality assurance requirements	<p>This unit standard may only be assessed and recommended for award by qualified Assessors.</p> <p>Assessors must comply with the regional and national assessment and moderation requirements of quality frameworks. Details of specific registration and accreditation requirements and the national assessment arrangements are available from EQAP on EQAP@spc.int.</p>
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Explanatory notes

- 1 Legislation
All activities associated with this unit standard must comply with the requirements of relevant national codes of practice, regulations and legislation, and any subsequent amendments.

Outcomes and performance criteria

Outcome 1

Describe weather and climate in a resilience context.

Performance criteria

- 1.1 Weather and climate are defined.
- 1.2 Weather and climate are described in terms of their differences.
- 1.3 Weather is described in terms of aspects such as temperature, atmospheric pressure, wind, humidity, precipitation, cloudiness.
Range description of three aspects is required.

Planned Review Date	31 December 2024
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	05/04/2022	N/A

Title	Describe vulnerability in a resilience context				
Code	CR100C	Level	1	Credits	2

Purpose	<p>This unit standard is for persons who work, or may intend to work, in the field of resilience. It covers competency in knowledge and/or skills specific to resilience.</p> <p>It applies to individuals who are developing basic knowledge of the terminology around vulnerability.</p> <p>Persons credited with this unit standard are able to describe vulnerability in a resilience context.</p>
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Classification	Core
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Quality assurance requirements	<p>This unit standard may only be assessed and recommended for award by qualified Assessors.</p> <p>Assessors must comply with the regional and national assessment and moderation requirements of quality frameworks. Details of specific registration and accreditation requirements and the national assessment arrangements are available from EQAP on EQAP@spc.int.</p>
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Explanatory notes

- 1 Legislation
All activities associated with this unit standard must comply with the requirements of relevant national codes of practice, regulations and legislation, and any subsequent amendments.

Outcomes and performance criteria

Outcome 1

Describe vulnerability in a resilience context.

Performance criteria

- 1.1 Vulnerability is defined in terms of the Framework for Resilient Development in the Pacific.
- 1.2 Vulnerability is described in terms of its types.
Range may include but is not limited to – social, economic, geographic, functional, gender based, climatic, disaster based; evidence of three is required.

Planned Review Date		31 December 2024	
Status information and last date for assessment for superseded versions			
Process	Version	Date	Last Date for Assessment
Registration	1	05/04/2022	N/A

Title	Describe traditional knowledge in communities				
Code	CR100D	Level	1	Credits	2

Purpose	<p>This unit standard is for persons who work, or may intend to work, in the field of resilience. It covers competency in knowledge and/or skills specific to resilience.</p> <p>It applies to individuals who are developing basic knowledge of the concept of traditional knowledge.</p> <p>Persons credited with this unit standard are able to describe traditional knowledge in communities.</p>
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Classification	Core
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Quality assurance requirements	<p>This unit standard may only be assessed and recommended for award by qualified Assessors.</p> <p>Assessors must comply with the regional and national assessment and moderation requirements of quality frameworks. Details of specific registration and accreditation requirements and the national assessment arrangements are available from EQAP on EQAP@spc.int.</p>
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Explanatory notes

- 1 Legislation
All activities associated with this unit standard must comply with the requirements of relevant national codes of practice, regulations and legislation, and any subsequent amendments.

Outcomes and performance criteria

Outcome 1

Describe traditional knowledge in communities.

Performance criteria

- 1.1 Define traditional knowledge.
- 1.2 Traditional knowledge is described in terms of its typical methods of transmission within communities.
- 1.3 Traditional knowledge held by communities is described in terms of the typical areas of knowledge covered.
Range areas may include but is not limited to – agriculture, fishing, ecological, climate, health.
evidence of three areas required.

Planned Review Date	31 December 2024
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	05/04/2022	N/A

Title	Demonstrate knowledge of the classification and identification of hazards and disasters				
Code	CR200A	Level	2	Credits	8

Purpose	<p>This unit standard is for persons who work, or may intend to work, in the field of resilience. This unit standard covers competency in knowledge and/or skills specific to the field of resilience. It applies to individuals who are developing factual knowledge of how hazards and disasters are classified, and the components of a hazard considered during identification. Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> – demonstrate knowledge of the classification of hazards and disasters; and – demonstrate knowledge of identification of hazards.
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Classification	Core
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Quality assurance requirements	<p>This unit standard may only be assessed and recommended for award by qualified Assessors.</p> <p>Assessors must comply with the regional and national assessment and moderation requirements of quality frameworks. Details of specific registration and accreditation requirements and the national assessment arrangements are available from EQAP on EQAP@spc.int.</p>
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Explanatory notes

- 1 Definition
Hazards include climate related hazards and disaster related hazards.
- 2 Legislation
All activities associated with this unit standard must comply with the requirements of relevant national codes of practice, regulations and legislation, and any subsequent amendments.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of the classification of hazards and disasters.

Performance criteria

- 1.1 Disaster and sub disaster classes for common hazard factors are described in terms of the UNDRR disaster indicators.
Range six hazard factors from at least two disaster classes.
- 1.2 One other classification system is described in terms of its key attributes.

Outcome 2

Demonstrate knowledge of identification of hazards.

Performance criteria

- 2.1 Hazard identification is explained in terms of key components.
 Range includes – nature, location, intensity, likelihood.

Planned Review Date	31 December 2024
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	05/04/2022	N/A

Title	Demonstrate knowledge of the causes and impacts of climate change				
Code	CR200B	Level	2	Credits	5

Purpose	<p>This unit standard is for persons who work, or may intend to work, in the field of resilience. This unit standard covers competency in knowledge and/or skills specific to the field of resilience.</p> <p>It applies to individuals who are developing factual knowledge of climate change, its natural and human causes, and the effects that result because of climate change.</p> <p>Persons credited with this unit standard are able to demonstrate knowledge of the causes and impact of climate change and hazards.</p>
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Classification	Core
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Quality assurance requirements	<p>This unit standard may only be assessed and recommended for award by qualified Assessors.</p> <p>Assessors must comply with the regional and national assessment and moderation requirements of quality frameworks. Details of specific registration and accreditation requirements and the national assessment arrangements are available from EQAP on EQAP@spc.int.</p>
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Explanatory notes

- 1 Legislation
All activities associated with this unit standard must comply with the requirements of relevant national codes of practice, regulations and legislation, and any subsequent amendments.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of the causes and impacts of climate change.

Performance criteria

- 1.1 Global climate change is described in terms of causes arising from natural factors.
Range changes in amount of solar radiation, changes in earth's orbit, influence of meteorites, volcanic eruptions, changes in albedo; evidence of three required.
- 1.2 Global climate change is described in terms of causes arising from human factors.
Range includes emission of fossil fuels through industry and transport and deforestation, and two more causes which may include but are not limited to – garbage tips, agriculture (cattle rearing, cultivation of padi rice).

- 1.3 Climate change is described in terms of Pacific causes arising from natural and human factors.
Range evidence of three required.
- 1.4 Climate change is explained in terms of its impacts.
Range impacts include – rising sea levels, increasing incidence of extreme weather events, loss of biodiversity, greater rural-urban migration.
- 1.5 Examples of the impacts of climate change are given at a global, regional, and local level.
Range impacts include – rising sea levels, increasing incidence of extreme weather events, loss of biodiversity, greater rural-urban migration.

Planned Review Date	31 December 2024
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	05/04/2022	N/A

Title	Demonstrate knowledge of climate variability for a Pacific Island Country or Territory and for the Pacific Region in a resilience context				
Code	CR200C	Level	2	Credits	3

Purpose	<p>This unit standard is for persons who work, or may intend to work, in the field of resilience. This unit standard covers competency in knowledge and/or skills specific to the field of resilience.</p> <p>It applies to individuals who are developing factual knowledge of the variability of climate, and how this affects the Pacific region and a specific Pacific Island Country or Territory.</p> <p>Persons credited with this unit standard are able to demonstrate basic knowledge of climate variability.</p>
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Classification	Core
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Quality assurance requirements	<p>This unit standard may only be assessed and recommended for award by qualified Assessors.</p> <p>Assessors must comply with the regional and national assessment and moderation requirements of quality frameworks. Details of specific registration and accreditation requirements and the national assessment arrangements are available from EQAP on EQAP@spc.int.</p>
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Explanatory notes

- 1 Legislation
All activities associated with this unit standard must comply with the requirements of relevant national codes of practice, regulations and legislation, and any subsequent amendments.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of climate variability for a Pacific Island Country or Territory and for the Pacific region in a resilience context.

Performance criteria

- 1.1 Climate variability is described.
- 1.2 The difference between climate variability and climate change is explained.
- 1.3 Climate variability is explained in terms of impacts on the Pacific region.
Range may include but is not limited to – local temperature, rainfall, wind strength, cloud cover, cyclones, floods, droughts, El Niño, La Niña.
- 1.4 Climate variability is explained in terms of impacts on Pacific region ecosystems.
Range may include but is not limited to – vegetation, animals, fish stocks, coral.

- 1.5 Climate variability is explained in terms of the impacts for a specific Pacific Island Country or Territory.
Range may include but not limited to – local temperature, rainfall, wind strength, cloud cover, cyclones, floods, droughts, El Niño, La Niña.
- 1.6 Climate variability is explained in terms of the impacts for a specific Pacific Island Country or Territory's ecosystems.
Range may include but not limited to – vegetation, animals, fish stocks, coral.

Planned Review Date	31 December 2024
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	05/04/2022	N/A

Title	Apply knowledge of responses to climate change at a community level				
Code	CR200D	Level	2	Credits	5

Purpose	<p>This unit standard is for persons who work, or may intend to work, in the field of resilience. This unit standard covers competency in knowledge and/or skills specific to the field of resilience.</p> <p>It applies to individuals under close support and direction who are developing operational skills and knowledge of responding to climate change at a community level using adaptation and mitigation.</p> <p>Persons credited with this unit standard are able to apply basic knowledge of responses to climate change at a community level.</p>
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Classification	Core
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Quality assurance requirements	<p>This unit standard may only be assessed and recommended for award by qualified Assessors.</p> <p>Assessors must comply with the regional and national assessment and moderation requirements of quality frameworks. Details of specific registration and accreditation requirements and the national assessment arrangements are available from EQAP on EQAP@spc.int.</p>
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Explanatory notes

- 1 Legislation
All activities associated with this unit standard must comply with the requirements of relevant national codes of practice, regulations and legislation, and any subsequent amendments.
- 2 Assessments requiring application or demonstration of skills and knowledge may be performed using workplace evidence or evidence derived from simulation or scenario-based activities.

Outcomes and performance criteria

Outcome 1

Apply knowledge of responses to climate change at a community level.

Performance criteria

- 1.1 The difference between climate change adaptation and climate change mitigation is explained.

- 1.2 Impacts of climate change are described in terms of methods of adapting to impacts.
Range includes methods used at a global, regional, and local level; may include but is not limited to – relocation away from coastal areas and river valleys, use of agroforestry, tree planting, development of crop and animal species that are resilient to warmer temperatures and extreme meteorological events.
- 1.3 Impacts of climate change are described in terms of methods of mitigating impacts.
Range includes methods at a global, regional, and local level; includes renewable energy, tree planting schemes; may include but is not limited to – seaweed, alternative carbon capture schemes, dietary changes.
- 1.4 Ecosystem based solutions are described in terms of their use as a mechanism for adaptation and mitigation.
- 1.5 Support for communities to implement adaptation and mitigation is described in terms of ways support can be obtained.
- 1.6 A simple action plan for adapting to the impact of climate change in a local community is prepared.
- 1.7 A simple action plan for mitigating the impact of climate change in a local community is prepared.
- 1.8 A simple adaptation or mitigation plan is implemented in a community.

Planned Review Date	31 December 2024
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	05/04/2022	N/A

Title	Describe disaster risk reduction and management as approaches to disaster risk				
Code	CR200E	Level	2	Credits	2

Purpose	<p>This unit standard is for persons who work, or may intend to work, in the field of resilience. This unit standard covers competency in knowledge and/or skills specific to the field of resilience.</p> <p>It applies to individuals who are developing factual knowledge of the fields of disaster risk reduction and disaster risk management, and what the distinctions between them are.</p> <p>Persons credited with this unit standard are able to demonstrate basic knowledge of disaster risk reduction and disaster risk management.</p>
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Classification	Core
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Quality assurance requirements	<p>This unit standard may only be assessed and recommended for award by qualified Assessors.</p> <p>Assessors must comply with the regional and national assessment and moderation requirements of quality frameworks. Details of specific registration and accreditation requirements and the national assessment arrangements are available from EQAP on EQAP@spc.int.</p>
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Explanatory notes

- 1 Legislation
All activities associated with this unit standard must comply with the requirements of relevant national codes of practice, regulations and legislation, and any subsequent amendments.

Outcomes and performance criteria

Outcome 1

Describe disaster risk reduction and management as approaches to disaster risk.

Performance criteria

- 1.1 Disaster risk reduction is described in terms of its purpose and components.
- 1.2 Disaster risk management is described in terms of its purpose and components.
- 1.3 Disaster risk reduction and disaster risk management are explained in terms of the relationship between them.
- 1.4 Disaster risk reduction and disaster risk management are explained in terms of the links to climate change adaptation.

Planned Review Date		31 December 2024	
Status information and last date for assessment for superseded versions			
Process	Version	Date	Last Date for Assessment
Registration	1	05/04/2022	N/A

Title	Explain vulnerability of communities to climate and disaster related hazards				
Code	CR200F	Level	2	Credits	5

Purpose	<p>This unit standard is for persons who work, or may intend to work, in the field of resilience. This unit standard covers competency in knowledge and/or skills specific to the field of resilience.</p> <p>It applies to individuals who are developing factual knowledge of the vulnerability of a community to climate and disaster related hazards, and why some communities might be more vulnerable to these hazards than others.</p> <p>Persons credited with this unit standard are able to explain vulnerability of communities to climate and disaster related hazards.</p>
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Classification	Core
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Quality assurance requirements	<p>This unit standard may only be assessed and recommended for award by qualified Assessors.</p> <p>Assessors must comply with the regional and national assessment and moderation requirements of quality frameworks. Details of specific registration and accreditation requirements and the national assessment arrangements are available from EQAP on EQAP@spc.int.</p>
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Explanatory notes

- 1 Legislation
All activities associated with this unit standard must comply with the requirements of relevant national codes of practice, regulations and legislation, and any subsequent amendments.

Outcomes and performance criteria

Outcome 1

Explain vulnerability of communities to climate and disaster related hazards.

Performance criteria

- 1.1 Vulnerability and resilience are described in a community context.
- 1.2 The main assets of sustainable living are described in terms of their impact on community vulnerability to climate and disaster related hazards and climate change.
Range may include but is not limited to – land form, land use, location, infrastructure, building practices and styles.
- 1.3 The sectors, people, and assets of a community more vulnerable to climate and disaster related hazards and climate change are identified.

- 1.4 Risk exposure is explained in terms of why some communities are more at risk than others.
- 1.5 Vulnerability to climate and disaster related hazards and climate change is described in terms of the indicators that can be observed in a community.
- 1.6 Common tools and methodologies that can be used to measure and assess vulnerability are described.

Planned Review Date	31 December 2024
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	05/04/2022	N/A

Title	Demonstrate knowledge of resilience-related traditional knowledge as held by communities				
Code	CR200G	Level	2	Credits	3

Purpose	<p>This unit standard is for persons who work, or may intend to work, in the field of resilience. This unit standard covers competency in knowledge and/or skills specific to the field of resilience.</p> <p>It applies to individuals who are developing factual knowledge of traditional knowledge as a component of resilience, where this knowledge is held, and the challenges involved in accessing it.</p> <p>Persons credited with this unit standard are able to demonstrate knowledge of traditional knowledge in a Resilience context.</p>
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Classification	Core
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Quality assurance requirements	<p>This unit standard may only be assessed and recommended for award by qualified Assessors.</p> <p>Assessors must comply with the regional and national assessment and moderation requirements of quality frameworks. Details of specific registration and accreditation requirements and the national assessment arrangements are available from EQAP on EQAP@spc.int.</p>
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Explanatory notes

- 1 Legislation
All activities associated with this unit standard must comply with the requirements of relevant national codes of practice, regulations and legislation, and any subsequent amendments.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of resilience-related traditional knowledge as held by communities

Performance criteria

- 1.1 Traditional knowledge is described in terms of its relevance to resilience.
- 1.2 Traditional knowledge is described in the context of a specific Pacific Island Country or Territory.
- 1.3 Traditional knowledge is explained in terms of the challenges in gaining access.
- 1.4 Challenges in gaining access to traditional knowledge are explained in terms of methods of overcoming them.
- 1.5 Traditional knowledge is explained in terms of types held by different groups within a community, and challenges in accessing this knowledge.
Range different groups may include but are not limited to – gender, age, social standing.

- 1.6 Resilience based traditional knowledge is described in terms of that held by a specific community.

Planned Review Date	31 December 2024
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	05/04/2022	N/A

Title	Apply traditional knowledge for improving community resilience				
Code	CR200H	Level	2	Credits	7

Purpose	<p>This unit standard covers competency in knowledge and/or skills specific to the field of resilience.</p> <p>It applies to individuals under close support and direction who are developing operational skills and knowledge of how traditional knowledge can help a community to improve their resilience, and traditional techniques that can be used for early warnings and responses.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> – demonstrate knowledge of the role of traditional knowledge in improving community resilience; – demonstrate a traditional technique for improving community resilience.
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Classification	Core
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Quality assurance requirements	<p>This unit standard may only be assessed and recommended for award by qualified Assessors.</p> <p>Assessors must comply with the regional and national assessment and moderation requirements of quality frameworks. Details of specific registration and accreditation requirements and the national assessment arrangements are available from EQAP on EQAP@spc.int.</p>
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Explanatory notes

- 1 Legislation
All activities associated with this unit standard must comply with the requirements of relevant national codes of practice, regulations and legislation, and any subsequent amendments.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of the role of traditional knowledge in improving community resilience.

Performance criteria

- 1.1 Traditional knowledge is explained in terms of how it helps communities to become more resilient to hazards and climate change.
Range may include but is not limited to – house design, food preservation techniques, farming techniques, fishing methods, community support networks.

- 1.2 Particular traditional knowledge is explained in terms of ways that its application can help a specific community become more resilient to climate and disaster related hazards.
- 1.3 Particular traditional knowledge is explained in terms of ways that its application can help a specific community become more resilient to the impacts of climate change.
- 1.4 Traditional knowledge is described in terms of its impact on the planning and management of work practices for resilience based projects in local communities.
- 1.5 Traditional knowledge is explained in terms of its use in early warning systems and responses to climate and disaster related hazards.
- 1.6 Methods of validating traditional knowledge in a resilience context are explained.

Outcome 2

Demonstrate a traditional technique for improving community resilience.

Performance criteria

- 2.1 Traditional techniques for early warnings or responses to climate and disaster related hazards are identified.
- 2.2 A traditional technique for early warnings or responses to climate and disaster related hazards is demonstrated in accordance with expected cultural protocols.
- 2.3 Community's right to guardianship of its own traditional knowledge and techniques is respected.

Planned Review Date	31 December 2024
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	05/04/2022	N/A

Title	Explain similarities and differences between climate change adaptation and disaster risk reduction				
Code	CR200I	Level	2	Credits	3

Purpose	<p>This unit standard is for persons who work, or may intend to work, in the field of resilience. It covers competency in knowledge and/or skills specific to resilience.</p> <p>It applies to individuals who are developing factual knowledge of the context of the resilience field.</p> <p>Persons credited with this unit standard are able to explain similarities and differences between climate change adaptation and disaster risk reduction.</p>
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Classification	Core
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Quality assurance requirements	<p>This unit standard may only be assessed and recommended for award by qualified Assessors.</p> <p>Assessors must comply with the regional and national assessment and moderation requirements of quality frameworks. Details of specific registration and accreditation requirements and the national assessment arrangements are available from EQAP on EQAP@spc.int.</p>
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Explanatory notes

- Definitions**
UNDRR refers to the United Nations Office for Disaster Risk Reduction.
UNFCCC refers to the United Nations Framework Convention on Climate Change.
- References**
UNFCC NAP Central – Glossary of Key Terms. Available at <https://www4.unfccc.int/sites/NAPC/Pages/glossary.aspx>.
UNDRR – Terminology. Available at <https://www.undrr.org/terminology>.
- Legislation**
 All activities associated with this unit standard must comply with the requirements of relevant national codes of practice, regulations and legislation, and any subsequent amendments.

Outcomes and performance criteria

Outcome 1

Explain similarities and differences between climate change adaptation and disaster risk reduction.

Performance criteria

- 1.1 Climate change adaptation is defined in accordance with UNFCCC terminology.
- 1.2 Disaster risk reduction is defined in accordance with UNDRR terminology.
- 1.3 Climate change adaptation and disaster risk reduction are explained in terms of the similarities and differences of their scopes and objectives.
- 1.4 Climate change adaptation and disaster risk reduction are explained in terms of the similarities and differences of their terminology.

Planned Review Date	31 December 2024
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	05/04/2022	N/A

ASSESSOR GUIDES

OVERVIEW

INTRODUCTION

This document contains assessor guides for the Regional Certificate 2 in Resilience. These assessor guides lay out the tasks required of a trainee to demonstrate they have the skills and knowledge detailed in the Regional Certificate 2 in Resilience.

They have been designed to align to the unit standards as found in the qualification document.

STRUCTURE

To help in making assessment decisions, the assessor guides are structured into tasks

It is composed of nine tasks:

- 1.1 Foundational Resilience Concepts
- 1.2 Tools and Safety
- 1.3 Communication and Calculations
- 1.4 Climate and Climate Change
- 1.5 Teamwork
- 1.6 Community Interaction
- 2.1 Resilience Terminology and Classifications
- 2.2 Community Vulnerability
- 2.3 Improving Community Resilience

Each task is divided into sub-tasks.

For each sub-task, a trainee needs to **demonstrate the skills/knowledge** specified. Proof of this will need to match up with the type of evidence in the **evidence requirements** and meet any requirements of the **judgement statement**. **Guidance** is also provided to help in making consistent assessment decisions.

ORDER OF ASSESSMENT

These tasks have been structured to be delivered in order, starting with Task 1.1 and ending with Task 2.3.

However, there is no requirement that the Tasks are assessed in this order. Providers may find it suitable to alter the order of assessment depending on the nature of delivery they choose to adopt. They may also choose to group sub-tasks differently if the need arises.

The diagram on the following page indicates one assessment delivery pathway for the nine tasks.

ASSESSOR REQUIREMENTS

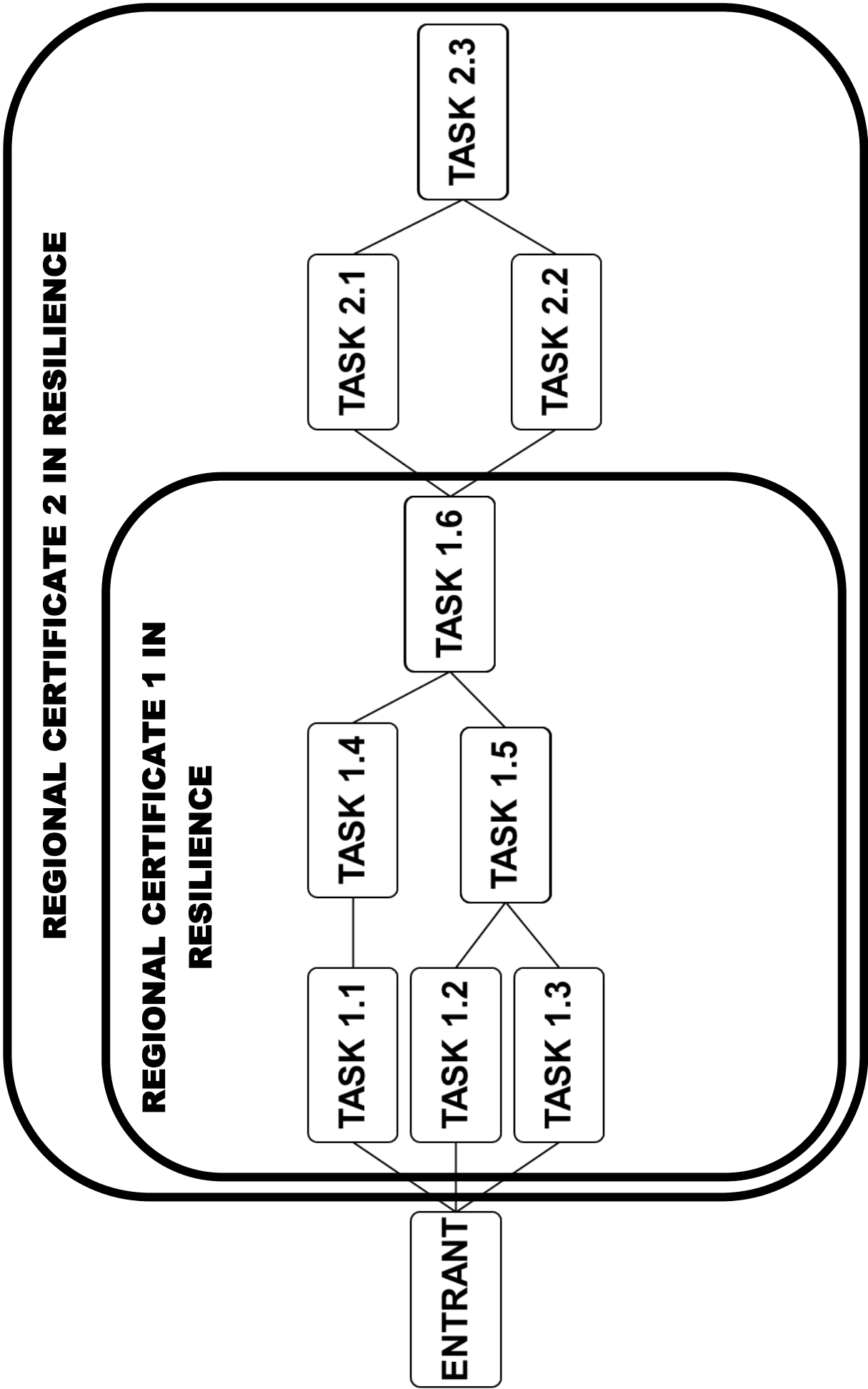
Assessors will need to ensure they comply with the regional and national assessment and moderation requirements of their quality frameworks. Details of specific registration and accreditation requirements and the national assessment arrangements are available from the Educational Quality and Assessment Programme on EQAP@spc.int.

COMPLETION

The Regional Certificate 2 in Resilience is an articulated qualification. This means that it is possible for a candidate to achieve a Level 1 or Level 2 qualification. The level of qualification attained will depend on the extent of skills and knowledge demonstrated,

Completion of Tasks 1.1 – 1.6 will result in a trainee having demonstrated competence at the level of a Regional Certificate 1 in Resilience.

Completion of Tasks 1.1 – 1.6 *and* Tasks 2.1 – 2.3 will result in a trainee having demonstrated competence at the level of a Regional Certificate 2 in Resilience.



TASK 1.1

FOUNDATIONAL RESILIENCE

CONCEPTS

This is the assessor guide for Task 1.1 *Foundational Resilience Concepts*.

This guide contains the assessment tasks to assist the assessor in making fair, valid and consistent decisions. This Task focuses on assessing knowledge of introductory resilience concepts. It is intended to be assessed theoretically.

Learning Outcomes	Unit Standards
<p>On completion of this Task, trainees are expected to be able to:</p> <ul style="list-style-type: none"> Describe weather and climate in a resilience context. Describe hazards and disasters in a resilience context. Describe vulnerability in a resilience context. 	<p>This Task contributes to:</p> <p>CR100A Describe hazards and disasters in a resilience context (5cr)</p> <p>CR100B Describe weather and climate in a resilience context (2cr)</p> <p>CR100C Describe vulnerability in a resilience context (2cr)</p>

SUB-TASKS

Task 1.1 is divided into three sub-tasks:

- Weather and Climate
- Hazards and Disasters
- Vulnerability

WEATHER AND CLIMATE

Describe weather and climate in a resilience context.

US CR100B 1.1, 1.2, 1.3

Skills/knowledge to be demonstrated

The trainee demonstrates the following:

- Defines weather.
- Defines climate.
- Describes the difference between weather and climate.
- Describes three aspects of weather.¹

Evidence requirement

What the assessor can expect to see, hear and/or read

Must include:

- Written or oral evidence from trainee.
 - Examples: Presentation, Test, Exam, Oral questioning.

Judgement statement

The minimum level of the trainee's performance required

- Definitions comply with those of a recognised national, regional or international body such as found in the Framework for Resilient Development in the Pacific, or UNDRR terminology. Paraphrasing is permitted.

Guidance

¹ **Aspects of weather** may include but are not limited to – temperature, atmospheric pressure, wind, humidity, precipitation, or cloudiness.

Oxford English Dictionary Definitions

Weather – The condition of the atmosphere at a given time and place.

Climate – The characteristic weather conditions of a country or region; the prevalent pattern of weather.

HAZARDS AND DISASTERS

Describe hazards and disasters in a resilience context.

US CR100A 1.1, 1.2, 1.3, 1.4

Skills/knowledge to be demonstrated

The trainee demonstrates the following for a given workplace:

- Defines hazards.
- Defines disasters.
- Defines emergencies.
- Describes the differences between hazards, disasters and emergencies.
- Describes a total of three hazard and disaster events.²

Evidence requirement

What the assessor can expect to see, hear and/or read

Must include:

- Written or oral evidence from trainee.
 - Examples: Presentation, Test, Exam, Oral questioning.

Judgement statement

The minimum level of the trainee's performance required

- Definitions comply with those of a recognised national, regional or international body such as the UNDRR, the Framework for Resilient Development in the Pacific, or other body. Paraphrasing is permitted.

Guidance

- ² **Types of hazards and disaster events** may include but are not limited to – earthquakes, tsunamis, volcanic eruptions, tropical cyclones, landslides, flooding, king tides, drought, coastal erosion, fires, pollution, or the outbreak of pests and diseases.

UNDRR Definitions

Hazard – A process, phenomenon or human activity that may cause loss of life, injury or other health impacts, property damage, social and economic disruption or environmental degradation.

Disaster – A serious disruption of the functioning of a community or a society at any scale due to hazardous events interacting with conditions of exposure, vulnerability and capacity, leading to one or more of the following: human, material, economic and environmental losses and impacts.

Emergency – Sometimes used interchangeably with the term disaster, as, for example, in the context of biological and technological hazards or health emergencies, which, however, can also relate to hazardous events that do not result in the serious disruption of the functioning of a community or society.

VULNERABILITY

Describe vulnerability in a resilience context.

US CR100C 1.1, 1.2

Skills/knowledge to be demonstrated

The trainee demonstrates the following in a workplace:

- Defines vulnerability.
- Describes three types of vulnerability.³

Evidence requirement

What the assessor can expect to see, hear and/or read

Must include:

- Written or oral evidence from trainee.
 - Examples: Presentation, Test, Exam, Oral questioning.

Judgement statement

The minimum level of the trainee's performance required

- Trainee's definition of vulnerability is aligned to the Framework for Resilient Development (FRDP). Paraphrasing is permitted.

Guidance

- ³ **Types of vulnerability** may include but are not limited to – social, economic, geographic, functional, gender based, climatic, or disaster based.

FRDP Definition

Vulnerability – An internal characteristic of an affected element, describing its propensity or predisposition to be adversely affected. The characteristics of a person, or grouping, such as a household, community, country, and their situation, that influences their capacity to anticipate, cope with, resist, and recover from an adverse pressure. Vulnerability is a result of diverse historical, social, economic, political, cultural, institutional, natural resource, and environmental conditions and processes.

TASK 1.2

TOOLS AND SAFETY

This is the assessor guide for Task 1.2 *Tools and Safety*.

This guide contains the assessment tasks to assist the assessor in making fair, valid and consistent decisions. This Task focuses on assessing transferable skills for working in resilience workplaces. It is intended to be assessed theoretically and practically.

Learning Outcomes	Unit Standards
<p>On completion of this Task, trainees are expected to be able to:</p> <ul style="list-style-type: none"> • Describe legislative rights and responsibilities for occupational health and safety. • Describe approaches to occupational health and safety in the workplace. • Demonstrate knowledge of the principles of occupational safety in a given workplace. • Demonstrate safe work practices in a specific workplace. • Use appropriate tools, equipment and resources in a resilience context. • Repair and perform routine maintenance tasks to tools and equipment in a resilience context. • Apply the correct storage measures for tools, equipment and resources in a resilience context. • Demonstrate care and safe work practice using tools and equipment in a resilience context. 	<p>This Task contributes to:</p> <p>CG100A Apply knowledge of occupational health and safety in the workplace (5cr)</p> <p>CG100D Use and maintain tools and equipment for work practices in resilience (8cr)</p>

SUB-TASKS

Task 1.2 is divided into five sub-tasks:

- Health and Safety
- Workplace Hazard Identification
- Safe Work Practices
- Tool and Equipment Use
- Tool and Equipment Care

GUIDANCE

Definitions

Workplace – Any environment where work related to resilience takes place. It may be indoor or outdoor and may include employer facilities, community environments, or simulated environments at training establishments. Learners entering resilience roles are likely to be working in community environments.

Tools and equipment – Any piece of equipment used in a resilience context to forecast, measure, or investigate the environment. Types of tools and equipment are detailed under the Tools and Equipment Use Sub-Task.

Organisation's policy and procedures vary between sectors and organisations and include strategic plans, operational procedures and standards, and relevant legislation.

HEALTH AND SAFETY

Describe rights, responsibilities, approaches and principles of occupational health and safety.

US CG100A 1.1, 1.2, 2.1, 2.2, 3.2, 3.3, 3.4, 3.5

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following:

- Describes two responsibilities of workplaces and employers for occupational health and safety.¹
- Describes two responsibilities and two rights of workers for occupational health and safety.²
- Describes the requirements of two occupational health and safety systems.³
- Describes two methods of managing health and safety risks.
- Describes the distinction between a health and safety risk and hazard.
- Identifies health and safety hazard identification systems.⁴
- Explains the importance of clear and effective communication to good workplace health and safety.
- Describes three communication methods and procedures for maintaining health and safety.⁵

What the assessor can expect to see, hear and/or read

Must include:

- Written or oral evidence from trainee.
 - Examples: Presentation, Test, Exam, Oral questioning.

Judgement statement

The minimum level of the trainee's performance required

- Descriptions and explanations are in line with regulations and legislation on health and safety.
- Descriptions of methods of managing health and safety risks include minimising and eliminating risk.

Guidance

- ¹ **Responsibilities of workplaces and employers** may include but are not limited to – taking all practicable steps to ensure the safety of workers, providing personal protective clothing and equipment, managing risks, or providing supervision and training.
- ² **Responsibilities and rights of workers** may include but are not limited to – protecting the health and safety of self and others, using protective clothing and equipment, the right to refuse unsafe work, or to be adequately supervised and/or trained.
- ³ **Occupational health and safety systems** may include but are not limited to – emergency procedures, training, worker participation and engagement, risk identification and hazard reporting, or risk management.
- ⁴ **Hazard identification systems** may include but are not limited to – hazard registers, hazard reports, inspections, area analysis, or task analysis.
- ⁵ **Communication methods and procedures** may include but are not limited to – radio, electronic, signage, oral, written, sirens, or signals.

WORKPLACE HAZARD IDENTIFICATION

Demonstrate hazard identification principles in a specific workplace.

US CG100A 2.2, 3.5, 4.3

US CG100D 4.2

Skills/knowledge to be demonstrated	Evidence requirement
<p><i>The trainee demonstrates the following for a given workplace:</i></p> <ul style="list-style-type: none"> • Applies a workplace hazard identification method. • Provides examples of four risks and four hazards to health and safety in a workplace. • Provides two examples of eliminating health and safety risks. • Provides two examples of minimizing health and safety risks. • Applies safety procedures for reporting hazards in the workplace.⁶ 	<p><i>What the assessor can expect to see, hear and/or read</i></p> <p>Must include:</p> <ul style="list-style-type: none"> • Fully completed verification form including comments from assessor/verifier. <p>ATTACHED EVIDENCE</p> <ul style="list-style-type: none"> • Job risk assessment sheet.

Judgement statement

The minimum level of the trainee's performance required

- Evidence is from actual activity in a community context. Where this is impractical, case studies or role play may be used if they are realistic enough to match the complexity of real work situations.
- All activities comply with workplace health and safety regulation and legislation.
- All activities comply with organisational procedures for workplace health and safety.
- All requirements of the verification form are met, and the form is signed/dated.

Guidance

⁶ **Safety procedures** are a series of specific steps that guide a worker through a task from start to finish in a chronological order.

SAFE WORK PRACTICES

Demonstrate safe work practices in a specific workplace.

US CG100A 3.1, 4.1, 4.2, 4.4, 4.5

US CG100D 4.1, 4.3, 4.4

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following in a workplace:

- Complies with workplace health and safety requirements when carrying out two routine work activities.⁷
- Identifies three safe work practices.⁸
- Identifies unsafe work practices and applies corrective actions.
- Identifies and follows organisational documentation relating to safe work practices.
- Applies occupational health and safety communication methods and procedures to workplace activities.

What the assessor can expect to see, hear and/or read

Must include:

- Fully completed verification form including comments from assessor/verifier.

May include:

ATTACHED EVIDENCE

- Organisational documentation relating to safe work practices.

The trainee demonstrates the following when using tools and equipment:

- Follows safe work procedures including correct use of personal protective clothing and equipment as specified.
- Identifies and reports situations that may endanger own safety and that of others.
- Follows the workplace procedure for recording and reporting injuries and incidents.

Judgement statement

The minimum level of the trainee's performance required

- Evidence is from actual activity in a community context. If this is impractical, case studies or role play may be used if they are realistic enough to match the complexity of real work situations.

- All activities comply with workplace health and safety regulation and legislation.
- All activities comply with organisational procedures for workplace health and safety.
- All requirements of the verification form are met, and the form is signed/dated.

Guidance

- ⁷ **Health and safety requirements** may include but are not limited to – correct use of personal protective equipment, following safety rules, demonstrating an awareness of workplace hazards and controls, incident reporting, or compliance with signage and entry requirements.
- ⁸ **Safe work practices** may include but are not limited to – personal protective equipment, standard operating procedures, signage, safety guarding, or work permits.

TOOL AND EQUIPMENT USE

Use appropriate tools, equipment, and resources in a resilience context.

US CG100D 1.1, 1.2, 1.3, 1.4

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following:

- Identifies and accesses the tools or equipment required for a work task.
- Operates tools and equipment of at least three different types.⁹
- Estimates quantities and resources required to complete a task using tools or equipment.
- Explains the purpose of two tools and/or equipment used for different fields of Resilience.

What the assessor can expect to see, hear and/or read

Must include:

- Fully completed verification form including comments from assessor/verifier.
- Written or oral evidence from trainee on purpose of tools/equipment used in different fields of Resilience.
 - Examples: Presentation, Test, Exam, Oral questioning.

Judgement statement

The minimum level of the trainee's performance required

- Evidence is from actual activity in a community context. If this is impractical, case studies or role play may be used if they are realistic enough to match the complexity of real work situations.
- All tasks are performed in accordance with manufacturer specifications or instructions.
- All tasks are performed in accordance with workplace procedures.
- All requirements of the verification form are met, and the form is signed/dated.

Guidance

⁹ **Types of tools and equipment** may include but are not limited to:

- Weather tools such as thermometers, barometers, rain gauges, wind vanes, or hygrometers.
- Maps and data tables equipment such as weather forecasts, tide tables, topographical maps, weather maps, risk maps, cyclone tracking maps, or climatic graphs.
- Location tools such as compasses, GPS, distance measures, or angle instruments.
- Scientific measurement tools such as field sampling tools, hand lenses, or microscopes.
- Travel equipment such as diving equipment or working boots.

TOOL AND EQUIPMENT CARE

Repair, perform routine maintenance tasks and apply the correct storage measures for tools and equipment in a resilience context.

US CG100D 2.1, 2.2, 2.3, 2.4, 3.1, 3.2

Skills/knowledge to be demonstrated

The trainee demonstrates the following:

- Cleans and maintains tools and equipment.
- Identifies and reports problems requiring additional repairs.
- Performs simple repair and routine maintenance tasks.
- Maintains records of malfunctioning tools and equipment and reports issues.
- Cleans tools and equipment when returning them to storage.
- Stores tools and equipment according to prescribed methods and safety requirements.

Evidence requirement

What the assessor can expect to see, hear and/or read

Must include:

- Fully completed verification form including comments from assessor/verifier.

May include:

ATTACHED EVIDENCE

- Trainee equipment issue reports and/or records.

Judgement statement

The minimum level of the trainee's performance required

- Evidence is from actual activity in a community context. If this is impractical, case studies or role play may be used if they are realistic enough to match the complexity of real work situations.
- All tasks are performed in accordance with manufacturer specifications or instructions.
- All tasks are performed in accordance with workplace procedures.
- All requirements of the verification form are met, and the form is signed/dated.

Guidance

Cleaning, repair, and maintenance related to the use of tools and equipment refers to elementary matters, such as screws, bolts, or fittings becoming loose, moving parts becoming stuck or dirty, componentry becoming corroded. The correct course of action may be to discontinue using the equipment or, if appropriate, to repair the tool or equipment.

TASK 1.3

COMMUNICATION AND CALCULATIONS

This is the assessor guide for Task 1.3 *Communication and Calculations*.

This guide contains the assessment tasks to assist the assessor in making fair, valid and consistent decisions. This Task focuses on assessing transferable skills for working in resilience workplaces. It is intended to be assessed theoretically and practically.

Learning Outcomes	Unit Standards
<p>On completion of this Task, trainees are expected to be able to:</p> <ul style="list-style-type: none"> Describe appropriate workplace communication procedures. Communicate appropriately in the workplace. Develop draft information. Carry out workplace calculations. Interpret graphical and numerical information. 	<p>This Task contributes to:</p> <p>CG100B Apply appropriate communication skills in a resilience context (5cr)</p> <p>CG100C Perform workplace calculations (6cr)</p>

SUB-TASKS

Task 1.3 is divided into five sub-tasks:

- Communication Protocols
- Written Communication
- Verbal Communication
- Calculations
- Numerical Information

GUIDANCE

Definitions

Workplace – Any environment where work related to resilience takes place. It may be indoor or outdoor, and may include employer facilities, community environments, or simulated environments at training establishments. Learners entering resilience roles are likely to be working in community environments.

Organisation's policy and procedures vary between sectors and organisations and include strategic plans, relevant legislation, and operational procedures and standards.

Basic **communication skills in the workplace** include the ability to gather, convey and receive information effectively and efficiently to achieve a desired outcome.

Feedback may include acknowledging initiatives, ideas, assistance, and performance.

Team means two or more people working together towards a common purpose.

COMMUNICATION PROTOCOLS

Describe appropriate workplace communication procedures.

US CG100B 1.1, 1.2, 1.3, 1.4

Skills/knowledge to be demonstrated

The trainee demonstrates the following for an organisation:

- Describes an organisational requirement and procedure for communication.¹
- Identifies communication requirements and procedures for two different organisational structures.²
- Identifies lines of communication with supervisors and colleagues.
- Identifies lines of communication with stakeholders.³

Evidence requirement

What the assessor can expect to see, hear and/or read

Must include:

- Written or oral evidence from trainee.
 - Evidence could include: Presentation, Test, Oral questioning, Exam.
- Fully completed verification form including comments from assessor/verifier.

May include:

ATTACHED EVIDENCE

- Trainee diagrams on lines of communication with:
 - Supervisors
 - Colleagues
 - Stakeholders.

Judgement statement

The minimum level of the trainee's performance required

- Lines of communication and communication requirements and procedures align with workplace policies.
- All requirements of the verification form are met, and the form is signed/dated.

Guidance

- ¹ **Organisational requirements and procedures** may include but are not limited to – lines of communication, communication formats and methods, who needs to be included in communications, and what information needs to be communicated.
- ² **Different organisational structures** may include but are not limited to – procedures within a team, procedures across teams, and procedures between departments.
- ³ **Stakeholders** may refer to individuals within communities, or any person linked to the improvement of community resilience who would be at the level of the trainee. For example, this may include such individuals as assistants, volunteers, and administrators that a person at this level would be expected to interact with in their daily work.

VERBAL COMMUNICATION

Communicate appropriately in the workplace, including as part of a team.

US CG100B 1.5, 2.1, 2.2, 2.3
US CG200B 1.1, 1.2, 1.3, 1.4, 3.1

Skills/knowledge to be demonstrated

The trainee demonstrates the following when communicating in the workplace:

- Uses effective questioning, active listening and speaking skills to gather and convey information.
- Seeks advice on the communication method or technology most appropriate for a task.
- Encourages, acknowledges, and acts upon constructive feedback.

The trainee demonstrates the following when communicating as part of a team:

- Uses interpersonal skills to support effective teamwork.
- Uses questions to clarify and obtain information from other team members.
- Participates in group discussions.⁴
- Shares knowledge and skills between team members.
- Conveys information in a logical, clear, and concise manner.
- Communicates information relevant to the work to enable efficient completion of tasks.

Evidence requirement

What the assessor can expect to see, hear and/or read

Must include:

- Fully completed verification form including comments from assessor/verifier.

May include:

ATTACHED EVIDENCE

- Copy of the feedback and response if available.

Judgement statement

The minimum level of the trainee's performance required

- Evidence is from actual activity in a community context. If this is impractical, case studies or role play may be used if they are realistic enough to match the complexity of real work situations.
- The trainee always uses appropriate non-verbal behaviour in conversation.
- The trainee complies with any workplace policies for communication.
- All requirements of the verification form are met, and the form is signed/dated.

Guidance

- ⁴ **Participate** means to take part in or be a part of a group/team working towards the achievement of objective(s), under direction and supervision.

WRITTEN COMMUNICATION

Develop draft information.

US CG100B 3.1, 3.2, 3.3, 3.4, 3.5

Skills/knowledge to be demonstrated

The trainee demonstrates the following when developing draft information:

- Identifies relevant procedures and formats for draft information.
- Develops and presents draft information clearly, concisely, and within designated timeframes.
- Prepares clear and concise notes during meeting, training and/or workplace activities.
- Seeks assistance and/or feedback on written communication to improve personal development of communication skills.

Evidence requirement

What the assessor can expect to see, hear and/or read

Must include:

- Fully completed verification form including comments from assessor/verifier.

ATTACHED EVIDENCE

- Draft information developed by trainee.
 - Examples could include: Reports, presentations, memos, bulletins, newsletters.
- Trainee's notes on meeting, training and/or workplace activities.

May include:

ATTACHED EVIDENCE

- Copy of the feedback and response if available.

Judgement statement

The minimum level of the trainee's performance required

- The trainee complies with workplace policies and procedures when developing draft information.
- Documentation contains information relevant to the field of resilience.
- Draft information meets required standards of style, format and detail.
- All requirements of the verification form are met, and the form is signed/dated.

CALCULATIONS

Carry out workplace calculations.

US CG100C 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

Skills/knowledge to be demonstrated

The trainee demonstrates the following:

- Counts items singularly and in batches.⁵
- Sorts items numerically as required.
- Performs calculations involving fractions, percentages, and mixed numbers.
- Performs addition, subtraction, multiplication, and division calculations.
- Rounds calculation results to the level of accuracy of inputs.
- Uses a calculator, computer application, or other online tool to complete a calculation.
- Makes estimates where detailed data is not available.⁶
- Self-checks numerical information for accuracy, correcting any errors.

Evidence requirement

What the assessor can expect to see, hear and/or read

Must include:

- Written evidence of all counts, calculations and estimates from trainee.
 - Evidence could include: Workplace documentation, Test, Exam.

Judgement statement

The minimum level of the trainee's performance required

- Calculations include a minimum of double digits or decimals for all inputs.

Guidance

⁵ **Items** may include but are not limited to – tools, equipment, resources, natural features, or structures.

⁶ **Estimates** may include but are not limited to – estimating heights and distances to produce sketch maps and drawings, estimating before a calculation to work out the expected range of results, or estimating totals for large numbers of items.

NUMERICAL INFORMATION

Interpret graphical and numerical information.

US CG100C 2.1, 2.2, 2.3, 2.4

Skills/knowledge to be demonstrated

The trainee demonstrates the following for a given workplace:

- Recognises numerical information when represented in symbols, diagrams, and graphs.
- Identifies high and low altitudes in a contour map, and areas with steep inclines.
- Identifies an area of high and low pressure on an isobar map.
- Identifies an area of high and low rainfall or temperature in a weather map.
- Identifies an area of high and low temperature in a land or sea thermo-imaging map.
- Estimates total quantities of materials needed from itemized plans and drawings.⁸
- Converts numerical information to graphic form.

Evidence requirement

What the assessor can expect to see, hear and/or read

Must include:

ATTACHED EVIDENCE

- Graph, symbol, diagram, or other infographic prepared by trainee.
- Annotated contour map.
- Annotated isobar map.
- Annotated weather map.
- Annotated land or sea thermo imaging map.
- Estimated quantities of materials.

May include:

- Fully completed verification form including comments from assessor/verifier where workplace evidence is used.

Judgement statement

The minimum level of the trainee's performance required

- Numerical information in graphic form may be hand drawn or created using digital tools.

Guidance

⁷ **Graphic form** may include but is not limited to – graphs, symbols, diagrams, or other infographic elements.

⁸ **Materials** may include but are not limited to the total number of tools, equipment, resources, people, time, or other materials required to complete a task.

TASK 1.4

CLIMATE AND CLIMATE CHANGE

This is the assessor guide for Task 1.4 *Climate and Climate Change*.

This guide contains the assessment tasks to assist the assessor in making fair, valid, and consistent decisions. This Task focuses on assessing factual knowledge of climate variability, climate change, and the differences between them. It is intended to be assessed theoretically.

Learning Outcomes	Unit Standards
<p>On completion of this Task, trainees are expected to be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of climate variability for a Pacific Island Country or Territory and for the Pacific region in a resilience context. • Demonstrate knowledge of the causes and impacts of climate change. 	<p>This Task contributes to:</p> <p>CR200B Demonstrate knowledge of the causes and impacts of climate change (5cr)</p> <p>CR200C Demonstrate knowledge of climate variability for a Pacific Island Country or Territory and for the Pacific Region in a resilience context (3cr)</p>

SUB-TASKS

Task 1.4 is divided into two sub-tasks:

- Climate Variability
- Climate Change

CLIMATE VARIABILITY

Demonstrate knowledge of climate variability for a Pacific Island Country or Territory and for the Pacific Region in a resilience context.

US CR200C 1.1, 1.3, 1.4, 1.5, 1.6

Skills/knowledge to be demonstrated

The trainee demonstrates the following:

- Describes climate variability.¹
- Explains three impacts of climate variability on the Pacific Region.²
- Explains the impacts of climate variability on Pacific Region ecosystems.³
- Explains three impacts of climate variability for a specific PICT.²
- Explains the impacts of climate variability for a specific PICT's ecosystems.³

Evidence requirement

What the assessor can expect to see, hear and/or read

Must include:

- Written or oral evidence from trainee.
 - Examples: Presentation, Test, Exam, Oral questioning.

Judgement statement

The minimum level of the trainee's performance required

- Trainee's knowledge of climate variability is demonstrated at both a regional and a national level.

Guidance

¹ **Climate variability** is the natural variation in climate that occurs over time.

² **Impacts on weather** may include but are not limited to – local temperature, rainfall, wind strength, cloud cover, cyclones, floods, or droughts.

³ **Impacts on ecosystems** may include but are not limited to – vegetation, animals, fish stocks, or coral.

CLIMATE CHANGE

Demonstrate knowledge of the causes and impacts of climate change.

US CR200B 1.1, 1.2, 1.3, 1.4, 1.5

US CR200C 1.2

Skills/knowledge to be demonstrated

The trainee demonstrates the following:

- Describes the difference between climate variability and climate change.
- Describes three natural causes of climate change.⁴
- Describes the emission of fossil fuels through industry and transport as a human cause of climate change.
- Describes deforestation as a human cause of climate change.
- Describes two other human causes of climate change.⁵
- Describes three Pacific causes of climate change.
- Explains how climate change causes the following four impacts:
 - Rising sea levels, increasing incidence of extreme weather events, loss of biodiversity, greater rural to urban migration.

Evidence requirement

What the assessor can expect to see, hear and/or read

Must include:

- Written or oral evidence from trainee.
 - Examples: Presentation, Test, Exam, Oral questioning.

Judgement statement

The minimum level of the trainee's performance required

- Trainee's descriptions of causes of climate change include global and regional examples. At least three causes must be linked to the Pacific.
- Trainee provides a real-world example for each impact of climate change, including one global, one regional, and one local example.

Guidance

⁴ **Natural causes** may include but are not limited to – changes in amount of solar radiation, changes in earth's orbit, influence of meteorites, volcanic eruptions, or changes in albedo.

⁵ **Other human causes** may include but are not limited to – garbage tips, agriculture (cattle rearing, cultivation of padi rice), over consumption, or cement production.

TASK 1.5

TEAMWORK

This is the assessor guide for Task 1.5 *Teamwork*.

This guide contains the assessment tasks to assist the assessor in making fair, valid and consistent decisions. This Task focuses on assessing transferable skills for working in resilience workplaces. It is intended to be assessed practically.

Learning Outcomes

Unit Standards

On completion of this Task, trainees are expected to be able to:

- Contribute to team activities.
- Support team members.

This Task contributes to:

CG200B Participate towards an objective in a team (5cr)

SUB-TASKS

Task 1.5 is divided into one sub-task:

- Teamwork

GUIDANCE

Definitions

Workplace – Any environment where work related to resilience takes place. It may be indoor or outdoor and may include employer facilities, community environments, or simulated environments at training establishments. Learners entering resilience roles are likely to be working in community environments.

Organisation's policy and procedures vary between sectors and organisations and include strategic plans, relevant legislation, and operational procedures and standards.

Team means two or more people working together towards a common purpose.

Scope

For the purposes of assessment, the scope of the team objective should be consistent with the level and complexity of work a learner who has newly completed this unit standard is likely to encounter in their daily work.

TEAMWORK

Contribute to team activities and support team members.

US CG200B 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.1, 4.2, 4.3

Skills/knowledge to be demonstrated

The trainee demonstrates the following when working as part of a team:

- Recognises the roles and responsibilities of team members.
- Identifies team goals and objectives.
- Completes activities to the required standard within the allocated timeframe.
- Requests assistance from other team members in the completion of tasks when needed.
- Encourages and acknowledges the participation of team members.
- Implements changes in own allocated roles and responsibilities.
- Attends team meetings regularly and punctually.
- Provides feedback and/or assistance to team members in an appropriate manner.
- Supports team members to achieve team goals.
- Acts upon feedback from other team members appropriately.

Evidence requirement

What the assessor can expect to see, hear and/or read

Must include:

- Fully completed verification form including comments from assessor/verifier.

ATTACHED EVIDENCE

- Project summary.

May include:

ATTACHED EVIDENCE

- Copies of feedback from other team members and responses if available.

Judgement statement

The minimum level of the trainee's performance required

- Evidence is from actual activity in a community context. If this is impractical, case studies or role play may be used if they are realistic enough to match the complexity of real work situations.
- The trainee complies with workplace policies for communication.
- Project summary details roles and responsibilities of team members; the goals and objectives of the team; and the activities and timeframes allocated for the trainee.
- All requirements of the verification form are met, and the form is signed/dated.

TASK 1.6

COMMUNITY INTERACTION

This is the assessor guide for Task 1.6 *Community Interaction*.

This guide contains the assessment tasks to assist the assessor in making fair, valid and consistent decisions. This Task focuses on assessing transferable resilience skills for working in a community setting. It is intended to be assessed theoretically and practically.

Learning Outcomes	Unit Standards
<p>On completion of this Task, trainees are expected to be able to:</p> <ul style="list-style-type: none"> • Describe traditional knowledge in communities. • Explain vulnerability of communities to climate and disaster related hazards. • Demonstrate knowledge of resilience-related traditional knowledge as held by communities. • Identify beliefs and associated cultural protocols for specific Pacific Island countries and communities. • Identify Pacific Island Country cultural authorities. • Use cultural protocols in community consultations. • Use appropriate personal and social protocols with communities. 	<p>This Task contributes to:</p> <p>CR100D Describe traditional knowledge in communities (2cr)</p> <p>CR200F Explain vulnerability of communities to climate and disaster related hazards (5cr)</p> <p>CR200G Demonstrate knowledge of resilience-related traditional knowledge as held by communities (3cr)</p> <p>CG200A Apply knowledge of appropriate cultural and communication protocols for Pacific Islands Countries and Territories (4cr)</p>

SUB-TASKS

Task 1.6 is divided into five sub-tasks:

- Traditional Knowledge
- Climate and Disaster Vulnerability
- Community Knowledge
- Personal, Social, and Community Protocols
- Community Consultation

TRADITIONAL KNOWLEDGE

Demonstrate knowledge of resilience-related traditional knowledge as held by communities.

US CR100D 1.1, 1.2, 1.3

US CR200G 1.1, 1.2, 1.3, 1.4, 1.5, 1.6

Skills/knowledge to be demonstrated

The trainee demonstrates the following:

- Defines traditional knowledge and describes its relevance to resilience.
- Describes typical methods of transmission for traditional knowledge in communities.
- Describes three typical areas of traditional knowledge held by communities.¹
- Describes a piece of resilience based traditional knowledge held by a community in the Pacific.
- Explains that types of traditional knowledge may be held by different groups within a community.
- Explains two challenges for gaining access to traditional knowledge.²
- Explains methods for overcoming each challenge.

Evidence requirement

What the assessor can expect to see, hear and/or read

Must include:

- Written or oral evidence from trainee.
 - Examples: Presentation, Test, Exam, Oral questioning.

Judgement statement

The minimum level of the trainee's performance required to achieve the unit standard

- Trainee's descriptions of traditional knowledge are contextualised to resilience.

Guidance

- ¹ **Typical areas** may include but are not limited to – agriculture, fishing, ecological, climate, or health.
- ² **Challenges** may include but are not limited to – hierarchies, lack of trust, or language barriers.

CLIMATE AND DISASTER VULNERABILITY

Explain vulnerability of communities to climate and disaster related hazards.

US CR200F 1.1, 1.2, 1.3, 1.4, 1.5, 1.6

Skills/knowledge to be demonstrated

The trainee demonstrates the following for a given workplace:

- Describes community vulnerability.
- Describes community resilience.
- Describes how the use of two assets for sustainable living can impact the vulnerability of communities.³
- Explains why some communities are more at risk to climate and disaster related hazards than others.
- Describes vulnerability indicators that can be observed in a community.
- Describes common tools and methodologies to measure and assess vulnerability.
- Identifies sectors, groups, and assets of a community vulnerable to climate and disaster related hazards.

Evidence requirement

What the assessor can expect to see, hear and/or read

Must include:

- Written or oral evidence from trainee.
 - Examples: Presentation, Test, Exam, Oral questioning.

Judgement statement

The minimum level of the trainee's performance required to achieve the unit standard

- Trainee's descriptions and explanations are theoretical, and do not need to be applied to a specific community.
- Trainee's identification of sectors, groups, and assets is applied to a specific community.

Guidance

³ **Assets** may include but are not limited to – land form, land use, location, infrastructure, or building practices and styles.

COMMUNITY KNOWLEDGE

Identify beliefs and associated cultural protocols for specific Pacific Island countries and communities.

US CG200A 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

Skills/knowledge to be demonstrated

The trainee demonstrates the following for a given workplace:

- Describes the importance of Pacific Island beliefs to the cultural landscapes of communities and PICTs.
- Describes cultural gender roles for a community.
- Describes language protocols in a community.
- Describes cultural groups and avoidance relationships for a community.
- Describes the right of individuals to hold specific knowledge and ceremony within a community.
- Describes the rights and responsibilities of individuals to share knowledge in a community.
- Describes the inherent diversity within the Pacific region, countries, communities, and outer islands.

Evidence requirement

What the assessor can expect to see, hear and/or read

Must include:

- Written or oral evidence from trainee.
 - Examples: Presentation, Test, Exam, Oral questioning.

Judgement statement

The minimum level of the trainee's performance required to achieve the unit standard

- Trainee's descriptions are of a specific community in a Pacific Island Country or Territory.

PERSONAL, SOCIAL AND CULTURAL PROTOCOLS

Identify beliefs, associated cultural protocols and cultural authorities for specific Pacific Island countries and communities.

Use appropriate personal and social protocols with communities.

US CG200A 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 4.1, 4.2, 4.3

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following for cultural authorities:

- Identifies cultural authorities for a PICT.
- Communicates with cultural authorities for cultural knowledge and advice.
- Respects and implements advice from cultural authorities.
- Respects and implements rights and responsibilities with cultural knowledge, story, song, land, and ceremony.
- Acknowledges and respects traditional knowledge and practices.

What the assessor can expect to see, hear and/or read

Must include:

- Fully completed verification form including comments from assessor/verifier.

The trainee demonstrates the following when communicating in a community:

- Observes personal protocols for addressing and greeting persons, personal contact, and gestures.
- Applies culturally relevant communication techniques.⁴

Judgement statement

The minimum level of the trainee's performance required to achieve the unit standard

- Evidence is from actual activity in a community context. If this is impractical, case studies or role play may be used if they are realistic enough to match the complexity of real work situations.
- Trainee respects cultural gender roles and any group and avoidance relationships during community interactions.
- Trainee respects cultural and community language protocols during community interactions.

- Trainee respects community traditions for personal presentation and conduct during community interactions.

Guidance

- ⁴ **Communication techniques** may include but are not limited to – choice of language, non-verbal communication, discussion, meaning, questioning, eye contact, or silence.

COMMUNITY CONSULTATION

Use cultural protocols in community consultations.

US CG200A 3.1, 3.2, 3.3, 3.4

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following:

- Identifies and records protocols for community consultation.
- Selects participants and methods for consultation with respect to decisions of cultural authorities.
- Participates in community consultation.
- Follows cultural protocols in community consultation.

What the assessor can expect to see, hear and/or read

Must include:

- Fully completed verification form including comments from assessor/verifier.

May include:

ATTACHED EVIDENCE

- Trainee community consultation plan.

Judgement statement

The minimum level of the trainee's performance required to achieve the unit standard

- Evidence is from actual activity in a community context. If this is impractical, case studies or role play may be used if they are realistic enough to match the complexity of real work situations.
- Cultural protocols and values are placed as a principal concern in applied communication approaches.
- Trainee consultation is contextual to resilience work.

TASK 2.1

RESILIENCE TERMINOLOGY AND CLASSIFICATIONS

This is the assessor guide for Task 2.1 *Resilience Terminology and Classifications*.

This guide contains the assessment tasks to assist the assessor in making fair, valid and consistent decisions. This Task focuses on assessing knowledge of the terminology and classifications that individuals working in resilience need to know. It is intended to be assessed theoretically.

Learning Outcomes	Unit Standards
<p>On completion of this Task, trainees are expected to be able to:</p> <ul style="list-style-type: none"> • Explain similarities and differences between climate change adaptation and disaster risk reduction. • Describe disaster risk reduction and management as approaches to disaster risk. • Demonstrate knowledge of the classification of hazards and disasters. • Demonstrate knowledge of identification of hazards. 	<p>This Task contributes to:</p> <p>CR200I Explain similarities and differences between climate change adaptation and disaster risk reduction (3cr)</p> <p>CR200E Describe disaster risk reduction and management as approaches to disaster risk (2cr)</p> <p>CR200A Demonstrate knowledge of the classification and identification of hazards and disasters (8cr)</p>

SUB-TASKS

Task 2.1 is divided into two sub-tasks:

- Resilience Terminology
- Hazard and Disaster Classifications

RESILIENCE TERMINOLOGY

Explain similarities and differences between climate change adaptation and disaster risk reduction. Describe disaster risk reduction and management as approaches to disaster risk.

US CR200E 1.1, 1.2, 1.3, 1.4

US CR200I 1.1, 1.2, 1.3, 1.4

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following:

- Defines climate change adaptation in accordance with UNFCCC terminology.¹
- Defines disaster risk reduction in accordance with UNDRR terminology.²
- Explains the similarities and differences between scopes and objectives of climate change adaptation and disaster risk reduction.
- Explains the similarities and differences of climate change adaptation and disaster risk reduction terminology.
- Describes the purpose and components of disaster risk reduction.
- Describes the purpose and components of disaster risk management.
- Explains the relationship between disaster risk reduction and disaster risk management.
- Explains the links between disaster risk reduction and climate change adaptation.
- Explains the links between disaster risk management and climate change adaptation.

What the assessor can expect to see, hear and/or read

Must include:

- Written or oral evidence from trainee.
 - Examples: Presentation, Test, Exam, Oral questioning.

Judgement statement

The minimum level of the trainee's performance required to achieve the unit standard

- Trainee's definitions align with all terminology requirements. Paraphrasing is permitted.
- Trainee explains at least one similarity and one difference for each instance where required.

Guidance

UNFCCC Definitions

Climate change adaptation – Human-driven adjustments in ecological, social, or economic systems or policy processes in response to actual or expected climate stimuli and their effects or impacts. Various types of adaptation can be distinguished including anticipatory and reactive adaptation; private and public adaptation; and autonomous and planned adaptation.

UNDRR Definitions

Disaster risk reduction – Disaster risk reduction is aimed at preventing new and reducing existing disaster risk and managing residual risk, all of which contribute to strengthening resilience and, therefore, to the achievement of sustainable development.

HAZARD AND DISASTER CLASSIFICATION

Demonstrate knowledge of the classification and identification of hazards and disasters.

US CR200A 1.1, 1.2, 2.1

Skills/knowledge to be demonstrated

The trainee demonstrates the following:

- Describes the disaster and sub disaster class for six hazard factors.
- Describes the key attributes of one other hazard or disaster classification system.
- Explains the four key components of hazard identification.¹

Evidence requirement

What the assessor can expect to see, hear and/or read

Must include:

- Written or oral evidence from trainee.
 - Examples: Presentation, Test, Exam, Oral questioning.

Judgement statement

The minimum level of the trainee's performance required to achieve the unit standard

- Trainee's descriptions of disaster and sub disaster classes align with the UNDRR disaster indicators. Paraphrasing is permitted.
- Trainee's description of hazards includes climate related hazards and disaster related hazards. Paraphrasing is permitted.

Guidance

¹ **Key components** include – nature, location, intensity, and likelihood.

TASK 2.2

COMMUNITY VULNERABILITY

This is the assessor guide for Task 2.2 *Community Vulnerability*.

This guide contains the assessment tasks to assist the assessor in making fair, valid and consistent decisions. This Task focuses on assessing knowledge of the different types of vulnerability within communities and how these can be addressed. It is intended to be assessed theoretically.

Learning Outcomes	Unit Standards
<p>On completion of this Task, trainees are expected to be able to:</p> <ul style="list-style-type: none"> • Explain elements of vulnerability of individuals or groups. • Apply knowledge of the relationship between resilience and the vulnerability of individuals or groups to a specific community. • Describe mechanisms intended to address the vulnerability of individuals or groups. 	<p>This Task contributes to:</p> <p>CG200C Apply knowledge of vulnerability of individuals or groups within a community (15cr)</p>

SUB-TASKS

Task 2.2 is divided into three sub-tasks:

- Elements of Vulnerability
- Vulnerability in a Community
- Addressing Vulnerability

GUIDANCE

Definitions

Elements of vulnerability may include but are not limited to – gender, age, social, human rights, functional, or sexual orientation.

ELEMENTS OF VULNERABILITY

Explain elements of vulnerability of individuals or groups.

US CG200C 1.1, 1.2, 1.3

Skills/knowledge to be demonstrated

The trainee demonstrates the following:

- Explains the types of people often affected by elements of vulnerability.
- Explains contributing factors that may lead to elements of vulnerability.
- Explains the effects of elements of vulnerability on individuals or groups.

Evidence requirement

What the assessor can expect to see, hear and/or read

Must include:

- Written or oral evidence from trainee.
 - Examples: Presentation, Test, Exam, Oral questioning.

Judgement statement

The minimum level of the trainee's performance required to achieve the unit standard

- Trainee provides explanations for at least two types of people often affected by elements of vulnerability.
- Trainee provides at least two contributing factors for at least two elements of vulnerability.
- Trainee provides at least one effect for at least two elements of vulnerability.

VULNERABILITY IN A COMMUNITY

Apply knowledge of the relationship between resilience and the vulnerability of individuals or groups to a specific community.

US CG200C 2.1, 2.2, 2.3

Skills/knowledge to be demonstrated

*The trainee demonstrates the following for **four** elements of vulnerability:*

- Explains the impacts of climate change and disaster related hazards on vulnerable individuals or groups within a community.
- Explains the difficulties of addressing vulnerabilities within a community.
- Explains approaches to addressing vulnerabilities within a specific community.

Evidence requirement

What the assessor can expect to see, hear and/or read

Must include:

- Written or oral evidence from trainee.
 - Examples: Presentation, Test, Exam, Oral questioning.

Judgement statement

The minimum level of the trainee's performance required to achieve the unit standard

- Trainee's explanations are for at least four elements of vulnerability.

ADDRESSING VULNERABILITY

Describe mechanisms intended to address the vulnerability of individuals or groups.

US CG200C 3.1, 3.2

Skills/knowledge to be demonstrated

The trainee demonstrates the following:

- Describes the aims of three global mechanisms to address vulnerability.
- Describes the aims of two regional mechanisms for addressing vulnerability.

Evidence requirement

What the assessor can expect to see, hear and/or read

Must include:

- Written or oral evidence from trainee.
 - Examples: Presentation, Test, Exam, Oral questioning.

Judgement statement

The minimum level of the trainee's performance required to achieve the unit standard

- Trainee's descriptions identify the elements of vulnerability global and regional mechanisms aim to address.

Guidance

- ¹ **Examples of global mechanisms for addressing vulnerability** may include but are not limited to the – UN Convention on the Rights of the Child, UN Conventions on Elimination of All Forms of Discrimination against Women, or UN Convention on the Rights of Persons with Disabilities.
- ² **Examples of regional mechanisms for addressing vulnerability** may include but are not limited to the – Framework for Resilient Development in the Pacific, or Macau Declaration and Plan of Action on Ageing for Asia and Pacific Region.

TASK 2.3

IMPROVING COMMUNITY RESILIENCE

This is the assessor guide for Task 2.3 *Improving Community Resilience*.

This guide contains the assessment tasks to assist the assessor in making fair, valid and consistent decisions. This Task focuses on assessing skills in building the resilience of communities, including using traditional knowledge. It is intended to be assessed theoretically and practically.

Learning Outcomes

Unit Standards

On completion of this Task, trainees are expected to be able to:

- Apply knowledge of responses to climate change at a community level.
- Demonstrate knowledge of the role of traditional knowledge in improving community resilience.
- Demonstrate a traditional technique for improving community resilience.

This Task contributes to:

CR200D Apply knowledge of responses to climate change at a community level (5cr)

CR200H Apply traditional knowledge for improving community resilience (7cr)

SUB-TASKS

Task 2.3 is divided into three sub-tasks:

- Adaptation and Mitigation
- Applying Traditional Knowledge
- Community Resilience

GUIDANCE INFORMATION

Scope

Assessments may be performed using workplace evidence or evidence from simulation or scenario-based activities.

ADAPTATION AND MITIGATION

Demonstrate knowledge of responses to climate change at a community level.

US CR200D 1.1, 1.2, 1.3, 1.4, 1.5

Skills/knowledge to be demonstrated	Evidence requirement
<p><i>The trainee demonstrates the following:</i></p> <ul style="list-style-type: none"> Explains the difference between climate change adaptation and climate change mitigation. Describes three methods for communities to adapt to climate change. Describes renewable energy as a global method of mitigating climate change. Describes tree planting schemes as a regional method of mitigating climate change. Describes a local method of mitigating climate change. Describes ecosystem based solutions as a way of adapting or mitigating to climate change. Describes two ways support can be obtained for communities to adapt to or mitigate climate change. 	<p><i>What the assessor can expect to see, hear and/or read</i></p> <p>Must include:</p> <ul style="list-style-type: none"> Written or oral evidence from trainee. <ul style="list-style-type: none"> Examples: Presentation, Test, Exam, Oral questioning.

Judgement statement

The minimum level of the trainee's performance required to achieve the unit standard

- Descriptions provide an example of the adaptation or mitigation tool, and what it does to adapt or mitigate to climate change.

Guidance

- Local mitigation methods** may include but are not limited to – seaweed, alternative carbon capture schemes, dietary changes.
- Support for communities** may include but are not limited to – government, NGO or agency support, or others.

APPLYING TRADITIONAL KNOWLEDGE

Demonstrate knowledge of the role of traditional knowledge in improving community resilience.

US CR200H 1.1, 1.2, 1.3, 1.4, 1.5, 1.6

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following:

What the assessor can expect to see, hear and/or read

Must include:

- Written or oral evidence from trainee.
 - Examples: Presentation, Test, Exam, Oral questioning.

- Explains how traditional knowledge can help communities become more resilient.
- Explains how a piece of traditional knowledge can help a specific community become more resilient to disaster related hazards.
- Explains how a piece of traditional knowledge can help a specific community become more resilient to the impacts of climate change.
- Explains how traditional knowledge can impact planning and management of work practices for resilience based projects.
- Explains the use of traditional knowledge in early warning systems.
- Explains methods of validating traditional knowledge.

Judgement statement

The minimum level of the trainee's performance required to achieve the unit standard

- Respects community's right to guardianship of its own traditional knowledge and techniques.

COMMUNITY RESILIENCE

*Apply knowledge of responses to climate change at a community level.
Demonstrate a traditional technique for improving community resilience.*

US CR200D 1.5, 1.6, 1.7
US CR200H 2.1, 2.2, 2.3

Skills/knowledge to be demonstrated	Evidence requirement
<p><i>The trainee demonstrates the following:</i></p> <ul style="list-style-type: none"> • Prepares a simple action plan for adapting to the impact of climate change in a local community. • Prepares a simple action plan for mitigating the impact of climate change in a local community. • Implements a simple adaptation or mitigation plan in a local community. • Identifies one traditional technique for early warnings or responses. • Performs one traditional technique for early warnings or responses to climate and disaster related hazards. 	<p><i>What the assessor can expect to see, hear and/or read</i></p> <p>Must include:</p> <ul style="list-style-type: none"> • Fully completed verification form including comments from assessor/verifier. <p>ATTACHED EVIDENCE</p> <ul style="list-style-type: none"> • Adaptation action plan. • Mitigation action plan.

Judgement statement

The minimum level of the trainee's performance required to achieve the unit standard

- Evidence is from actual activity in a community context. If this is impractical, case studies or role play may be used if they are realistic enough to match the complexity of real work situations.
- A simple action plan refers to an action plan that the trainee would be able to implement as an individual under direct supervision.
- Respects community's right to guardianship of its own traditional knowledge and techniques.
- Activities should comply with any relevant legislation or regulations.

Guidance

Trainees will need to prepare their own action plans. For implementing an action plan, trainees may implement the action plans of another individual (such as a supervisor or manager) rather than their own.

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ACP states:



CONTACT

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