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REGIONAL CERTIFICATE IN RESILIENCE LEVEL 4



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 4 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 second of four. It is intended for those who need to develop their operational skills so they can support Pacific communities to build resilience effectively. This means that entrants are expected to already have a foundational understanding of resilience.

Upon completion, graduates will be able to enter the Regional Diploma in Resilience at Level 5 where they can begin to specialise in an elected field of resilience, and then on to the Regional Diploma in Resilience at Level 6 if they so choose.

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 4 IN RESILIENCE

Regional Certificate 4 in Resilience

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

*The Certificate 4 in Resilience is aimed at those who may already be working in a field related to Resilience (CCA & DRR), or those with relevant work experience who wish to pursue a career in Resilience. Learners at this level will be able to relate generic CCA & DRR skills and knowledge to each of the following fields: **Agriculture, Coastal Management, Fisheries, Forestry, Water Resources, Health, Tourism, Energy & Infrastructure, and Human Settlements.***

	Compulsory Unit Standards
Level 1 credits	-
Level 2 credits	-
Level 3 credits	40
Level 4 credits	102
Minimum totals	142

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 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 broadly factual knowledge and skills of resilience, incorporating technical and theoretical aspects. Target learners are expected to have limited experience in the field of Resilience, either through the completion of the Certificate 2 in Resilience or through equivalent work/volunteer experience.

This qualification will provide communities, Pacific Island Countries and Territories, and the resilience sector with individuals who will be able to apply their knowledge and skills of resilience and its sub-fields (such as agriculture, fisheries, etc.) to engage as competent community members and employees.

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

Graduates of this qualification may progress on to the Diploma 5 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). Certificate 2 in Resilience is a generic qualification. Certificate 4 applies generic skills and knowledge to the 8 key fields of Agriculture, Coastal Management, Fisheries, Forestry, Water Resources, Health, Energy & Infrastructure, and Tourism. Diplomas 5 and 6 in Resilience provides in-depth application to one elective field from: Agriculture, Coastal Management, Fisheries, Forestry, Water Resources, Health, Energy & Infrastructure, or Tourism.

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 the Certificate 2 in Resilience or equivalent work/volunteer experience**. 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 4 certificate is able to: demonstrate broad operational and theoretical knowledge in a field of work or study related to Resilience, select and apply solutions to familiar problems and sometimes unfamiliar problems, select and apply a range of standard and non-standard processes relevant to the field of work or study, apply a range of communication skills relevant to the field of work or study, demonstrate the self-management of learning and performance under broad guidance, demonstrate some responsibility for the performance of others.

Graduate Outcomes

Graduates of the Certificate Level 4 in Resilience will be able to:

- Apply knowledge of workplace health and safety in a resilience context.
- Communicate with a range of internal and external stakeholders in a resilience context.
- Apply knowledge of institutional frameworks in a resilience context.
- Identify hazards and apply comprehensive risk assessment and management strategies in a resilience context.
- Demonstrate knowledge of climate drivers and climate variability in a resilience context.
- Demonstrate knowledge of core sustainability concepts in a resilience context.
- Apply knowledge of resilience to a range of vulnerable sectors.
- Conduct vulnerability assessments using standardized tools and methodologies in a resilience context.
- Provide support to resilience projects.

These graduate outcomes are aligned to Level 4 of the Pacific Qualification Framework.

Requirements: A Certificate 4 in Resilience comprises 22 compulsory Unit Standards

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

ID	Unit Title	PQF Level	PQF Credit
CG300A	Apply workplace health and safety procedures in the workplace	3	6
CG300B	Communicate with a Pacific Island community on matters of Resilience	3	4
CG400A	Administer health and safety plans for a team in the workplace	4	10
CG400B	Communicate effectively with resilience stakeholders at a local level	4	5

PLUS**18 Core Skills Units**

ID	Unit Title	PQF Level	PQF Credit
CR300A	Analyse information to identify climate and disaster related hazards	4	10
CR300B	Demonstrate knowledge of risk assessment in a resilience context	3	5
CR300C	Demonstrate knowledge of the drivers of climate variability and their effects in the Pacific Region	3	20
CR300D	Describe the institutional frameworks used at global, regional, and national levels for resilience	3	5
CR400A	Apply knowledge of comprehensive risk and vulnerability assessment	4	15

Regional Certificate 4 in Resilience

CR400B	Apply knowledge of core sustainability concepts for resilience	4	5
CR400C	Support projects in resilience	4	10
CR400D	Conduct a simple vulnerability assessment for a community	4	10
CR400E	Apply knowledge of institutional frameworks to a Pacific Island Country or Territory and a resilience project	4	10
CR400F-Ag	Demonstrate knowledge of resilience in an agriculture context	4	3
CR400F-Fi	Demonstrate knowledge of resilience in a fisheries context	4	3
CR400F-CM	Demonstrate knowledge of resilience in a coastal management context	4	3
CR400F-Fo	Demonstrate knowledge of resilience in a forestry context	4	3
CR400F-WR	Demonstrate knowledge of resilience in a water resources context	4	3
CR400F-He	Demonstrate knowledge of resilience in a health context	4	3
CR400F-EI	Demonstrate knowledge of resilience in an energy and infrastructure context	4	3
CR400F-To	Demonstrate knowledge of resilience in a tourism context	4	3
CR400F-HS	Demonstrate knowledge of resilience in a human settlements context	4	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 4 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 3 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 3 certificate, learners must complete the following unit standards:

<i>ID</i>	<i>Unit Title</i>	<i>PQF Level</i>	<i>PQF Credit</i>
CG300A	Apply workplace health and safety procedures in the workplace	3	6
CG300B	Communicate with a Pacific Island community on matters of Resilience	3	4
CG400A	Administer health and safety plans for a team in the workplace	4	10
CG400B	Communicate effectively with resilience stakeholders at a local level	4	5
CR300A	Analyse information to identify climate and disaster related hazards	4	10
CR300B	Demonstrate knowledge of risk assessment in a resilience context	3	5
CR300C	Demonstrate knowledge of the drivers of climate variability and their effects in the Pacific Region	3	20
CR300D	Describe the institutional frameworks used at global, regional, and national levels for resilience	3	5

Entrants to the Level 4 Certificate who have completed the Level 3 Certificate, will have the credit already achieved for the Level 3 Certificate recognized for the Level 4 Certificate.

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 4 on the framework, by the Pacific Board for Educational Quality. Where delivery has been contextualised to a specific island nation award will include a statement that the awarded qualification is equivalent or comparable to a similar qualification at Level 4 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	June 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 workplace health and safety procedures in the workplace				
Code	CG300A	Level	3	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 roles in resilience.</p> <p>It applies to individuals who are working under routine supervision, with a requirement for some judgement and discretion. It is intended for those who need procedural skills and knowledge of actively keeping themselves safe. This includes contributing to assessing and controlling the health and safety risks that arise in one's work.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> – apply safe work practices; – contribute to workplace health and safety hazard identification and risk assessment; and – follow workplace emergency procedures.
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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.

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 workplace 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

Apply safe work practices.

Performance criteria

- 1.1 Workplace health and safety is explained in terms of codes of practice and workplace policies and procedures.
- 1.2 Workplace health and safety documentation and signage is followed.
- 1.3 Duty of care requirements are complied with according to tradition and protocols.
- 1.4 Personal protective equipment and other measures are used as required to prevent injury or impairment.
- 1.5 Tools, equipment, and materials are used according to safe work practices.

Outcome 2

Contribute to workplace health and safety hazard identification and risk assessment.

Range hazards may include unsafe access to workplaces in rural and outer islands including boats, bridges, water crossings, unstable terrain.

Performance criteria

- 2.1 Information and assistance is provided to persons conducting workplace inspections, risk assessments and/or testing.
- 2.2 Hazards or WHS issues in the workplace are identified and reported to relevant personnel.
- 2.3 Risks are assessed and controlled according to own level of responsibility, in line with workplace procedures.
- 2.4 Risk control actions are documented as required.

Outcome 3

Follow workplace emergency procedures.

Performance criteria

- 3.1 Emergencies and incidents are reported to relevant personnel or authorities according to workplace procedures.
- 3.2 Emergency procedures are followed in line with own level of responsibility.
- 3.3 Evacuation procedures are performed as 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	15/06/2022	N/A

Title	Communicate with a Pacific Island community on matters of resilience				
Code	CG300B	Level	3	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 roles in resilience.</p> <p>It applies to individuals who are working under routine supervision, with a requirement for some judgement and discretion. It is intended for those who need procedural skills and knowledge of providing information to, and receiving information from communities. This includes the ability to listen to a community's concerns, and discuss to reach consensus on appropriate methods of improving a community's resilience.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> – collect information from a community on matters of resilience; – provide information to the community on matters of resilience; – identify issues relating to resilience jointly with the community; and – identify options for improving resilience with the community.
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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"> – facilitation skills for good communication channels with the community. – oral skills to present information in an appropriate format for the community. – written skills to convey a message with appropriate structure, logic, language, and tone. – knowledge of appropriate community consultation methods. – communication skills for sharing information with individuals and groups. – identify geographic, social, economic, and political contexts in which particular communities operate and how these may impact communication methods. – skills and knowledge to outline information gathering, analysis and presentation methods. – knowledge of relevant protocols and cultural responsibilities when communicating with a Pacific Island community.
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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

Community protocols will be relevant to a specific Pacific Island Country or Territory and/or community. The 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 Country or Territory and/or community.

Matters of resilience refers to information relating to climate change adaptation and/or disaster risk reduction, that is relevant to the community being communicated with.

Stakeholders may include – project sponsors/funding bodies/development partners, industry, government agencies, general public, steering committee members, organisational management, team members, members of village or urban communities.
- 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 Traditional knowledge is a key aspect of resilience work carried out in the Pacific. This unit standard should consider and incorporate traditional knowledge, where relevant.
- 4 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

Collect information from a community on matters of resilience.

Performance criteria

- 1.1 A community gathering is convened for a stated purpose.
- 1.2 Communication approaches are used that place cultural protocols and values as a principal concern.
- 1.3 Participation in community consultation is undertaken in a way that follows appropriate cultural protocols for the Pacific Island Country or Territory, and community.
- 1.4 Formal and informal community networks are used to obtain and share information.
- 1.5 The importance of informal participation is recognised when drawing conclusions from community engagement.

Range contributions from wider community, overall tone of discussions, non-verbal cues, and body language.

Outcome 2

Provide information to the community on matters of resilience.

Performance criteria

- 2.1 Information is provided to the community in accordance with established protocols.
- 2.2 Community requests for information on matters relating to resilience, stakeholders, and funding opportunities with development partners are responded to.
- 2.3 Community is advised of own organisation's decisions and the reasoning for such decisions.

Outcome 3

Identify issues relating to resilience jointly with the community.

Performance criteria

- 3.1 Discussions with the community are facilitated on issues of community importance related to resilience.
- 3.2 Background information on matters related to resilience is gathered through relevant networks and the local communities.
- 3.3 Written documents are prepared to record community discussions which accurately reflect concerns, situations, and messages in a clear and logical structure using language and tone appropriate to the audience.

Outcome 4

Identify options for improving resilience with the community.

Performance criteria

- 4.1 Alternatives and options for action are evaluated and discussed with the community.
- 4.2 Preferred alternatives and options are identified.
- 4.3 Written reports are prepared that clearly and accurately convey the alternatives discussed and the decisions and outcomes.
- 4.4 Information on issues and preferred options is conveyed to the relevant stakeholders.
- 4.5 Stakeholders' response is conveyed to the community group.

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	15/06/2022	N/A

Title	Administer health and safety plans for a team in the workplace				
Code	CG400A	Level	4	Credits	10

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 roles in resilience.</p> <p>It applies to individuals who are working under routine direction or guidance, with a requirement for judgement and some planning. It is intended for those who need broadly factual health and safety skills and knowledge with technical aspects. It includes understanding of the responsibilities of those managing health and safety, and the ability to prepare, implement and maintain health and safety plans.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> – demonstrate knowledge of managing workplace health and safety; and – administer health and safety plans for a team in the 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

- 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.

Team refers to any group of two or more people.

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 workplace 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

Demonstrate knowledge of managing workplace health and safety.

Performance criteria

- 1.1 The responsibilities of an individual managing workplace health and safety are described.
Range may include – legal responsibilities, organisational responsibilities.
- 1.2 Methods of maintaining health and safety in a workplace are explained.
Range may include but is not limited to – systems and processes, planning for health and safety, clear responsibilities, training, worker engagement.
- 1.3 Factors that can negatively impact workplace health and safety are explained.
Range factors may include but are not limited to – behaviours, conditions, organisational factors, time constraints, short-cuts, mocking and discouraging, no worker engagement, not following procedures, knowledge gaps, training gaps, productivity.

Outcome 2

Administer health and safety plans for a team in the workplace.

Range a minimum of three plans with a range of different risks across the three.

Performance criteria

- 2.1 Hazards associated with planned worksite are identified through gathering information from internal and external sources when preparing health and safety plans.
- 2.2 Risks are assessed in terms of likelihood and severity when preparing health and safety plans.
- 2.3 Risks are controlled through elimination or minimisation when implementing health and safety plans.
- 2.4 Controls are maintained and adherence to health and safety plans monitored in accordance with workplace requirements.
- 2.5 Controls are reviewed to maintain ongoing effectiveness of health and safety plans.
- 2.6 Accurate documentation of health and safety plans is maintained.

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	15/06/2022	N/A

Title	Communicate effectively with resilience stakeholders at a local level				
Code	CG400B	Level	4	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 roles in resilience.</p> <p>It applies to individuals who are working under routine direction or guidance, with a requirement for judgement and some planning. It is intended for those who need skills and knowledge on communicating effectively as a team. It includes coordinating communications so that discussion can be efficient and productive, and the ability to accurately represent team views to others.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> – plan for communication with resilience stakeholders; – coordinate team communications; – coordinate workplace meetings; and – represent team views.
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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"> – knowledge of organisation policy and procedures. – knowledge of meeting communication principles and practices. – knowledge of relevant protocols and cultural responsibilities when communicating with Pacific Island stakeholders. – written skills to take clear and logical minutes of meetings. – facilitation skills for conduct of effective meetings. – facilitation skills for good communication channels with various stakeholders. – skills to present information in an appropriate format for the community. – skills and knowledge to outline information gathering, analysis and presentation methods.
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Quality assurance requirements	This unit standard may only be assessed and recommended for award by qualified Assessors.
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	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 .
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Explanatory notes

1 Definitions

Appropriate communication protocols will be relevant to the Pacific region and specific Pacific Island country and/or community. The Pacific Island protocols will depend on the relationships of those involved in the communications.

Communications may include face to face discussions, letters, telephone, facsimile, time sheets, radios, e-mail, social media, memos, workplace meetings, reports. Meetings may include in person and virtual meetings, or a combination.

Stakeholders may include but are not limited to project sponsors/funding bodies/development partners, industry, government agencies, general public, community level workers/organisations, civil society organisations, steering committee members, organisational management, and team members.

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 workplace 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

Plan for communication with resilience stakeholders.

Performance criteria

- 1.1 Communication requirements are identified from analysis of probable work and project requirements including potential audiences/stakeholders.
- 1.2 Communication network is planned to ensure reliable and cost effective communications in accordance with project and organisational requirements.
- 1.3 Teams and individual roles and responsibilities within the team are identified.

Outcome 2

Coordinate team communications.

Performance criteria

- 2.1 Forums, including briefings, meetings, and committees are scheduled as required in accordance with organisation and/or project requirements.
- 2.2 Communications network information is provided to team members to ensure maximum efficiency in accordance with forum/organisation and/or project requirements.

- 2.3 Team members are encouraged to participate in the creation of a participatory environment in which all views are welcomed and considered in accordance with appropriate forum/organisation and cultural practices.

Outcome 3

Coordinate workplace meetings.

Performance criteria

- 3.1 Meetings are planned and organized in accordance with organisation and/or project requirements including distribution and clarification of agenda, notification of date, venue, and required attendees and administration requirements.
- 3.2 Format and rules of meetings are identified, agreed, established, and applied in accordance with requirements.
- 3.3 Views of all parties are sought, including agreement and dissent, to obtain a balanced position.
- 3.4 Outcomes and agreed action plans are recorded, and details of next meeting confirmed before closing in accordance with organisation/forum requirements.

Outcome 4

Represent team views.

Performance criteria

- 4.1 Team viewpoint is determined prior to verbal or visual presentation, including possible options and acceptable alternatives or compromises.
- 4.2 Team viewpoints are presented in a clear, concise, and logical manner accepting the need for rational and productive debate.
- 4.3 Decisions and outcomes are conveyed to team members to accurately portray their position.

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	15/06/2022	N/A

Title	Analyse information to identify climate and disaster related hazards				
Code	CR300A	Level	4	Credits	10

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 working under routine supervision, with a requirement for some judgement and discretion. It is intended for those who need procedural skills and knowledge of hazard identification in a resilience context.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> – analyse information to identify climate related hazards; and – analyse information to identify disaster related 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 **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 **Traditional knowledge** is a key aspect of resilience work carried out in the Pacific. This unit standard should consider and incorporate traditional knowledge, where relevant.
- 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

Analyse information to identify climate related hazards.

Performance criteria

- 1.1 Information required to determine climate related hazards is identified in terms of type and sources.
- 1.2 Potential climate related hazards are identified for a specific Pacific Island Country or Territory.
- 1.3 Provided information is analysed to determine the nature, location, severity, and likelihood of the hazard.

Outcome 2

Analyse information to identify disaster related hazards.

Performance criteria

- 2.1 Information required to determine disaster related hazards is identified in terms of type and sources.
- 2.2 Potential disaster related hazards are identified for a specific Pacific Island Country or Territory.
- 2.3 Provided information is analysed to determine the nature, location, severity, and likelihood of the hazard.

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	15/06/2022	N/A

Title	Demonstrate knowledge of risk assessment				
Code	CR300B	Level	3	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 factual knowledge of risk assessments, their role within resilience building, and the process of conducting risk assessments.</p> <p>Persons credited with this unit standard are able to demonstrate knowledge of risk assessment 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 risk assessment in a resilience context.

Performance criteria

- 1.1 Risk assessment is explained in terms of its purpose and process.
- 1.2 Hazard identification is explained in terms of its role in risk assessment.
- 1.3 Vulnerability assessment is explained in terms of its role in risk assessment.
- 1.4 Approaches to risk assessment are explained in terms of differences required depending on the size and scope of the risk assessment.
Range country level, sector level, community level.
- 1.5 Challenges with conducting risk assessment are described in terms of particular challenges associated with risk assessment in the Pacific.

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	15/06/2022	N/A

Title	Demonstrate knowledge of drivers of climate variability and their effects in the Pacific Region				
Code	CR300C	Level	3	Credits	20

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 drivers of climate variability and how this translates into effects on the Pacific Region as a whole, and a Pacific Island Country or Territory specifically. This includes an understanding of the various ways in which climate variability can affect the vulnerability of communities.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> – demonstrate knowledge of drivers of climate variability in the Pacific Region; – explain the effects of drivers of climate variability on the Pacific Region; and – explain the effects of drivers of climate variability on a specific Pacific Island Country or Territory.
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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 **Range**
Drivers of climate variability may include but are not limited to – Pacific Walker Circulation, El Niño Southern Oscillation Intertropical Convergence Zone, South Pacific Convergence Zone, West Pacific Monsoon;
evidence of three drivers of climate variability is required.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of drivers of climate variability in the Pacific Region.

Performance criteria

- 1.1 Drivers of climate variability are described in terms of their patterns.
- 1.2 Drivers of climate variability are explained in terms of their causes.

Outcome 2

Explain the effects of drivers of climate variability on the Pacific Region.

Performance criteria

- 2.1 Drivers of climate variability are explained in terms of their effects on the climate of the Pacific region.
Range may include but is not limited to – local temperature, rainfall, wind strength, cloud cover, cyclones, floods, droughts; evidence of three required.
- 2.2 Drivers of climate variability are explained in terms of their effects on the ecosystems of the Pacific region.
Range may include but is not limited to – vegetation, animals, fish stocks, coral.

Outcome 3

Explain the effects of drivers of climate variability on a specific Pacific Island Country or Territory.

Performance criteria

- 3.1 Drivers of climate variability are explained in terms of their effects on the climate of a specific Pacific Island Country or Territory.
Range may include but is not limited to – local temperature, rainfall, wind strength, cloud cover, cyclones, floods, droughts; evidence of three required.
- 3.2 Drivers of climate variability are explained in terms of their effects on the ecosystems of a specific Pacific Island or Country.
Range may include but is 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	15/06/2022	N/A

Title	Describe the institutional frameworks used at global, regional, and national levels for resilience				
Code	CR300D	Level	3	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 factual knowledge of the institutions and institutional frameworks for resilience including global, regional, and national levels. It includes an understanding of the goals of these frameworks, and how these frameworks affect resilience work.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> – describe relevant global, regional, and national frameworks for resilience and explain their impact; and – describe the relevant institutions and institutional arrangements for resilience in a specific Pacific Island Country or Territory.
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Classification	Core
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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 Definitions

Common areas of activity are areas of commerce or industry that the people of a particular area engage in on a regular or daily basis. Examples include sectors such as agriculture, fishing, forestry, and participation of individuals might be at a subsistence or a commercial level.

Institutional Frameworks are the systems of formal laws, regulations, procedures, and informal conventions, customs, and norms that shape socioeconomic activity and behaviour.

- 2 Relevant Frameworks
 - United Nations Framework Convention on Climate Change (UNFCCC)
 - Kyoto protocol
 - Paris Agreement
 - Pacific Islands Framework for Action on Climate Change 2006-2015
 - Sendai Framework for Disaster Risk Reduction
 - Pacific Regional Framework for Disaster Risk Reduction and Disaster Management 2005–2015
 - UN Convention of Biodiversity Conservation
 - Relevant National policies, frameworks, and plans
- 3 Relevant Institutional Arrangements at Local, National, Regional and International Level
 - Global and Regional institutional arrangements and organisations
 - National Government structure
 - Provincial Administration
 - District Advisory
 - Village Bi-laws
- 4 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 relevant global, regional, and national frameworks for resilience and explain their impact.

Performance criteria

- 1.1 Relevant framework(s) are identified at different levels.
- 1.2 The main goal(s) of these frameworks are identified.
- 1.3 Relevant frameworks are described in terms of their impact on common areas of activity.

Outcome 2

Describe the relevant institutions and institutional arrangements for resilience in a specific Pacific Island Country or Territory.

Performance criteria

- 2.1 Existing institutional arrangements are identified.
- 2.2 Key national and regional stakeholders in the identified institutional arrangements are described in terms of their specific roles.
- 2.3 Institutions related to Resilience (CCA & DRR) are described in terms of the relationships between them.

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	15/06/2022	N/A

Title	Apply knowledge of comprehensive risk and vulnerability assessment				
Code	CR400A	Level	4	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 knowledge and/or skills specific to resilience.</p> <p>It applies to individuals who are working under routine direction or guidance, with a requirement for judgement and some planning. It is intended for those who need technical skills and knowledge of comprehensive risk assessment and management. This includes understanding of the methods of assessing and managing risk, and the ability to the suitability of measures for managing risk for Pacific Island communities.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> – demonstrate knowledge of comprehensive risk assessment and management for resilience. – apply knowledge of comprehensive risk assessment and management for resilience.
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Classification	Core
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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 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 Traditional knowledge is a key aspect of resilience work carried out in the Pacific. This unit standard should consider and incorporate traditional knowledge, where relevant.

- 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

Demonstrate knowledge of comprehensive risk assessment and management for resilience.

Performance criteria

- 1.1 Comprehensive risk assessment and management is explained in terms of its purpose.
- 1.2 Comprehensive risk assessment and management is explained in terms of the process.
- 1.3 Managing of risk in a resilience context is explained in terms of alternative approaches.
Range includes but is not limited to – reduction, transfer, retention.
- 1.4 Reducing risk in a resilience context is explained in terms of methods of reducing risk.
- 1.5 Transferring risk in a resilience context is described in terms of methods of transferring risk.
- 1.6 Retaining risk in a resilience context is explained in terms of methods of retaining risk.
Range may include but is not limited to determining acceptable levels of risk through consultation with the community, prioritising risks due to limited resources.

Outcome 2

Apply knowledge of comprehensive risk assessment and management for resilience.

Performance criteria

- 2.1 Risk assessment reports are analysed to identify issues.
- 2.2 Potential risk reduction and/or climate change adaptation measures are listed.
- 2.3 Potential risk reduction and/or climate change adaptation measures are analysed to identify their advantages, limitations, and associated resource 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	15/06/2022	N/A

Title	Apply knowledge of core sustainability concepts for resilience				
Code	CR400B	Level	4	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 working under routine direction or guidance, with a requirement for judgement and some planning. It is intended for those who need technical skills and knowledge of core sustainability concepts, including its types and the relationship of environmental sustainability to economic and social sustainability.</p> <p>Persons credited with this unit standard are able to apply knowledge of core sustainability concepts for resilience.</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 Traditional knowledge is a key aspect of resilience work carried out in the Pacific. This unit standard should consider and incorporate traditional knowledge, where relevant.
- 3 This unit standard is intended to be practical in nature. For the purposes of assessment, evidence derived from actual activity in a workplace 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

Apply knowledge of core sustainability concepts for resilience.

Performance criteria

- 1.1 Types of sustainability are described.
Range Includes but is not limited to – environmental, economic, social.
- 1.2 Sustainability is explained in terms of the relationships between types of sustainability.
- 1.3 Sustainability is explained in terms of the significance of sustainability to resilience.
- 1.4 The significance of environmental sustainability is assessed in terms of enabling economic and social sustainability in a community.
Range three examples 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	15/06/2022	N/A

Title	Support projects in resilience				
Code	CR400C	Level	4	Credits	10

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 working under routine direction or guidance, with a requirement for judgement and some planning. It is intended for those who need technical skills and knowledge of project administration before, during, and after a project. This includes the ability to support and monitor resilience projects, so they remain on time, on budget, and outcome focused.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> – plan resilience project administration; – coordinate resilience project administration; and – finalise resilience project administration.
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Classification	Core
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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"> – knowledge of legislation that may affect components of project administration – skills to identify and apply relevant organisational policies and procedures in project administration activities – skills to use a range of features within digital applications to apply project activities – knowledge and skills in project management and planning tools – communication, collaboration, and cooperation skills to achieve joint outcomes – project skills to apply formal processes when planning project tasks, producing plans with logically sequenced steps, reflecting an awareness of time constraints – monitoring skills to assess progress of project plans and makes adjustments, if necessary – skills to perform calculations necessary to estimate timeframes and monitor progress against predetermined budget – high-level written skills to develop project documents including log frames, schedules, and strategies
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	– high-level written skills to produce progress and final reports which comply with structure, formal and language as required by development partners, organization, and stakeholders.
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>

Explanatory notes

1 Definitions

Project data may include – financial data including costs, expenditure, income generated, purchases, test results, records of time spent on the project and progress in completing project activities, correspondence, and project outcomes.

Project design document is an outline of the project objectives, outcomes, key result areas/indicators, schedule and strategies and activities including monitoring and evaluation, risk management strategies and exit strategies.

Project management tools may include – project management software and other tools such as Gantt and bar charts, Program Evaluation and Review Technique (PERT) charts, spreadsheets, cost-benefit analysis.

Project plan will include some or all of the following – budget and cost estimates, expected outcomes which are measurable benefits of the project, inclusions and exclusions from the project, log frame, milestones, objectives, purpose, performance criteria/indicators, human and physical resources, project implementation strategy, quality standards for the project, risk management strategy, schedule/timeline.

Solutions to problems may include – reducing costs, researching and applying more efficient methods of completing project tasks, seeking further resources to meet deadlines, negotiating an extension of deadline or redefining completion or quantities of quality of outcomes, sharing of ideas to gain improvements to work undertaken within the project, outsourcing aspects of the project, changing roles and responsibilities within the project team.

Stakeholders may include – communities, project sponsors/funding bodies/development partners, industry, government agencies, Ministers, general public, steering committee members, organisational management, and team members.

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 workplace 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 project work 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

Plan resilience project administration.

Performance criteria

- 1.1 The purpose, scope and objectives of a project are identified and recorded.
- 1.2 Project plans are developed identifying project activities and key administrative milestones and timelines in accordance with the requirements of the project brief/contract and in consultation with stakeholders.
- 1.3 A project log frame is developed to reflect the project planning and implementation.
- 1.4 Factors that affect timeframes in project planning are identified and addressed to ensure timeframes are realistic and achievable.
- 1.5 Project budgets are linked to key outcomes within projects and incorporate reporting mechanisms to ensure payments are made/received as outcomes are achieved.
- 1.6 Monitoring and reporting arrangements for project activities, and budgets within project plans are identified, in accordance with organisational, statutory, and auditing requirements of supporting partners.

Outcome 2

Coordinate resilience project administration.

Performance criteria

- 2.1 Tasks and resources are allocated and monitored in accordance with project requirements.
- 2.2 Project expenditure in financial control systems is detailed and monitored against project budgets in accordance with project design document.
- 2.3 Project timeframes and milestones are monitored and reported to designated person/s in accordance with organisational and project requirements.
- 2.4 Project records are maintained in accordance with project and organisational requirements.

Outcome 3

Finalise resilience project administration.

Performance criteria

- 3.1 Project deliverables are completed to the required standard in the required timeframe.
- 3.2 Recordkeeping associated with the project is completed and archived as required by the project plan.
- 3.3 Project process is evaluated, issues identified, and recommendations made for continuous improvement.
- 3.4 Written project reports are prepared to the required standard, containing required information, and using agreed style, voice, and format.
- 3.5 Project hand-over of deliverables is completed and borrowed/unused materials returned in accordance with the project plan and organisational procedures.

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	15/06/2022	N/A

Title	Conduct a simple vulnerability assessment for a community				
Code	CR400D	Level	4	Credits	10

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 working under routine direction or guidance, with a requirement for judgement and some planning. It is intended for those who need technical skills and knowledge on assessing the vulnerability of a community to climate and disaster related hazards.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> – determine the scope of the vulnerability assessment; – collect data for the vulnerability assessment; – assess the vulnerability of a community to a climate or disaster related hazard; and – report on vulnerability of community to a climate or disaster related hazard.
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Classification	Core
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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 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 Traditional knowledge is a key aspect of resilience work carried out in the Pacific. This unit standard should consider and incorporate traditional knowledge, where relevant.
- 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 complexity of the vulnerability assessment 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

Determine the scope of the vulnerability assessment.

Performance criteria

- 1.1 The vulnerability assessment is examined to determine the purpose, intended audience, and desired output.
- 1.2 The resources available for the vulnerability assessment are determined.
- 1.3 The approach, sources, and data for the vulnerability assessment are determined in accordance with the resources available.

Outcome 2

Collect data for the vulnerability assessment.

Performance criteria

- 2.1 Relevant qualitative and quantitative data for the vulnerability assessment is collected in accordance with the planned scope of the vulnerability assessment.

Outcome 3

Assess the vulnerability of a community to a climate or disaster related hazard.

Performance criteria

- 3.1 A community is assessed in terms of its exposure to a climate or disaster hazard.
Range may include but is not limited to – geography, sector, population.
- 3.2 A community is assessed in terms of its sensitivity to a climate or disaster related hazard.
Range may include but is not limited to – sensitivity to past events, sensitivity of similar places, familiarity to hazard, thresholds.
- 3.3 A community is assessed in terms of its capacity to adapt to a climate or disaster related hazard.
Range may include but is not limited to – human capital, social capital, natural capital, physical capital, financial capital.
- 3.4 A community is assessed in terms of its vulnerability to a climate or disaster related hazard.

Outcome 4

Report on vulnerability of a community to a climate or disaster related hazard.

Performance criteria

- 4.1 A report on vulnerability of a community to a climate or disaster related hazard is prepared in accordance with the scope of the project and the intended audience.
- 4.2 Areas of uncertainty in relation to the results of the vulnerability assessment are identified and documented.

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	15/06/2022	N/A

Title	Apply knowledge of institutional frameworks to a Pacific Island Country or Territory and a resilience project				
Code	CR400E	Level	4	Credits	10

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 working under routine direction or guidance, with a requirement for judgement and some planning. It is intended for those who need the technical skills and knowledge required to competently analyse relevant frameworks for climate change adaptation and disaster risk reduction and apply that analysis to a resilience project.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> – analyse relevant global, regional, and national frameworks; – analyse the institutional framework relevant for a specific Pacific Island Country or Territory; and – review a possible resilience project against institutional frameworks.
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Classification	Core
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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
Institutional Frameworks are the systems of formal laws, regulations, procedures, and informal conventions, customs, and norms that shape socioeconomic activity and behaviour.
- 2 Where no local institutional framework exists for a Pacific Island Country or Territory, the institutional framework for another Pacific Island Country or Territory may be used to achieve the outcomes.

- 3 Relevant Frameworks:
 - United Nations Framework Convention on Climate Change (UNFCCC)
 - Kyoto protocol
 - Paris Agreement
 - Regional Island Framework for Action on Climate Change 2006-2015
 - Sendai Framework for Disaster Risk Reduction
 - Pacific Islands Disaster Risk Reduction and Disaster Management Framework 2005–2015
 - UN Convention of Biodiversity Conservation
 - Relevant National policies, frameworks, and plans
 - Relevant frameworks for the elected field of resilience at global, regional, and national levels
- 4 Relevant Institutional Arrangements at Local, national, Regional and International Level
 - Global Institutions and Agencies
 - Regional organisations
 - National Government structure
 - Provincial Administration
 - District Advisory
 - Village Bi-laws
- 5 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.
- 6 This unit standard is intended to be practical in nature. For the purposes of assessment, evidence derived from actual activity in a workplace 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

Analyse relevant global, regional, and national frameworks.

Performance criteria

- 1.1 Relevant frameworks in a resilience sector are identified at different levels.
- 1.2 Frameworks are explained in terms of the main priorities and objectives.
- 1.3 Frameworks are explained in terms of indicators that can be used to measure progress.
- 1.4 Identified indicators are described in terms of how they can be used to monitor resilience building projects against the priorities and objectives of relevant frameworks.

Outcome 2

Analyse the institutional framework relevant for a specific Pacific Island Country or Territory.

Performance criteria

- 2.1 Relevant institutions in the elected field of resilience are identified at different levels.
- 2.2 Areas of responsibility or authority are explained for the identified institutions.
- 2.3 The interactions and relationships between the identified institutions are mapped.
- 2.4 Institutions are identified in terms of those to be consulted in the development of a resilience building project.
- 2.5 Institutions or existing networks are identified in terms of those to be approached to partner in a resilience building project.

Outcome 3

Review a possible resilience project against institutional frameworks.

Performance criteria

- 3.1 Project is analysed to determine which goals and objectives align with the goals and objectives of an institutional framework.
- 3.2 Indicators are identified that can be also used to monitor and evaluate a resilience building project in the elected field of resilience.
- 3.3 The institutions to be consulted or involved in the design of a resilience building project in a resilience sector are mapped.
- 3.4 Priorities and/or proposed actions that are relevant for a resilience building project are described in terms of how they contribute to aligning the resilience building project with the goals and objectives of the relevant frameworks.

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	15/06/2022	N/A

Title	Demonstrate knowledge of resilience in an agriculture context				
Code	CR400F-Ag	Level	4	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 broadly factual knowledge of resilience concepts as they relate to agriculture. This unit standard is one of a set of unit standards that in combination allow a person to show understanding of resilience in a variety of vulnerable sectors.</p> <p>Persons credited with this unit standard are able to demonstrate knowledge of resilience in an agriculture 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.
- 2 Traditional knowledge is a key aspect of resilience work carried out in the Pacific. This unit standard should consider and incorporate traditional knowledge, where relevant.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of resilience in an agriculture context.

Performance criteria

- 1.1 Resilience concepts are explained in terms of their applicability to the agriculture sector.
Range institutional frameworks; hazards, risks, and disasters; vulnerability; weather risks and climate variability.
- 1.2 Hazards are explained in terms of their effect on the resilience of the agriculture sector.

- 1.3 Resilience planning is described in terms of its scope to improve resilience in the agriculture sector.
- 1.4 Methods of improving resilience are explained in terms of effectiveness in agriculture in a community.
 Range may include but is not limited to – sustainable crop practices, irrigation, crop location, soil health.

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	15/06/2022	N/A

Title	Demonstrate knowledge of resilience in a fisheries context				
Code	CR400F-Fi	Level	4	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 broadly factual knowledge of resilience concepts as they relate to fisheries. This unit standard is one of a set of unit standards that in combination allow a person to show understanding of resilience in a variety of vulnerable sectors.</p> <p>Persons credited with this unit standard are able to demonstrate knowledge of resilience in a fisheries 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.
- 2 Traditional knowledge is a key aspect of resilience work carried out in the Pacific. This unit standard should consider and incorporate traditional knowledge, where relevant.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of resilience in a fisheries context.

Performance criteria

- 1.1 Resilience concepts are explained in terms of their applicability to the fisheries sector.
Range institutional frameworks; hazards, risks, and disasters; vulnerability; weather risks and climate variability.
- 1.2 Hazards are explained in terms of their effect on the resilience of the fisheries sector.

- 1.3 Resilience planning is described in terms of its scope to improve resilience in the fisheries sector.
- 1.4 Methods of improving resilience are explained in terms of effectiveness in fisheries in a community.
 Range may include but is not limited to – sustainable fishing practices, sustainable use of marine resources, water cleanliness, safe fishing operations.

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	15/06/2022	N/A

Title	Demonstrate knowledge of resilience in a coastal management context				
Code	CR400F-CM	Level	4	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 broadly factual knowledge of resilience concepts as they relate to coastal management. This unit standard is one of a set of unit standards that in combination allow a person to show understanding of resilience in a variety of vulnerable sectors.</p> <p>Persons credited with this unit standard are able to demonstrate knowledge of resilience in a coastal management 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.
- 2 Traditional knowledge is a key aspect of resilience work carried out in the Pacific. This unit standard should consider and incorporate traditional knowledge, where relevant.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of resilience in a coastal management context.

Performance criteria

- 1.1 Resilience concepts are explained in terms of their applicability to the coastal management sector.
Range institutional frameworks; hazards, risks, and disasters; vulnerability; weather risks and climate variability.

- 1.2 Hazards are explained in terms of their effect on the resilience of the coastal management sector.
- 1.3 Resilience planning is described in terms of its scope to improve resilience in the coastal management sector.
- 1.4 Methods of improving resilience are explained in terms of effectiveness in coastal management in a community.
 Range may include but is not limited to – options for relocation, alternative means of livelihood, managing flood and erosion risk, hard engineering intervention.

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	15/06/2022	N/A

Title	Demonstrate knowledge of resilience in a forestry context				
Code	CR400F-Fo	Level	4	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 broadly factual knowledge of resilience concepts as they relate to forestry. This unit standard is one of a set of unit standards that in combination allow a person to show understanding of resilience in a variety of vulnerable sectors.</p> <p>Persons credited with this unit standard are able to demonstrate knowledge of resilience in a forestry 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.
- 2 Traditional knowledge is a key aspect of resilience work carried out in the Pacific. This unit standard should consider and incorporate traditional knowledge, where relevant.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of resilience in a forestry context.

Performance criteria

- 1.1 Resilience concepts are explained in terms of their applicability to the forestry sector.
Range institutional frameworks; hazards, risks, and disasters; vulnerability; weather risks and climate variability.
- 1.2 Hazards are explained in terms of their effect on the resilience of the forestry sector.

- 1.3 Resilience planning is described in terms of its scope to improve resilience in the forestry sector.
- 1.4 Methods of improving resilience are explained in terms of effectiveness in forestry in a community.
- Range may include but is not limited to – sustainable logging practices, sustainable use of forest resources, preservation of land stability, safe logging operations.

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	15/06/2022	N/A

Title	Demonstrate knowledge of resilience in a water resources context				
Code	CR400F-WR	Level	4	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 broadly factual knowledge of resilience concepts as they relate to water resources. This unit standard is one of a set of unit standards that in combination allow a person to show understanding of resilience in a variety of vulnerable sectors.</p> <p>Persons credited with this unit standard are able to demonstrate knowledge of resilience in a water resources 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.
- 2 Traditional knowledge is a key aspect of resilience work carried out in the Pacific. This unit standard should consider and incorporate traditional knowledge, where relevant.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of resilience in a water resources context.

Performance criteria

- 1.1 Resilience concepts are explained in terms of their applicability to the water resources sector.
Range institutional frameworks; hazards, risks, and disasters; vulnerability; weather risks and climate variability.

- 1.2 Hazards are explained in terms of their effect on the resilience of the water resources sector.
- 1.3 Resilience planning is described in terms of its scope to improve resilience in the water resources sector.
- 1.4 Methods of improving resilience are explained in terms of effectiveness in water resources in a community.
- Range may include but is not limited to – drinking water technologies and management for improving access, storage, distribution, water quality; sanitation technologies and management for reducing pollution, contamination, waste quantity.

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	15/06/2022	N/A

Title	Demonstrate knowledge of resilience in a health context				
Code	CR400F-He	Level	4	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 broadly factual knowledge of resilience concepts as they relate to health. This unit standard is one of a set of unit standards that in combination allow a person to show understanding of resilience in a variety of vulnerable sectors.</p> <p>Persons credited with this unit standard are able to demonstrate knowledge of resilience in a health 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.
- 2 Traditional knowledge is a key aspect of resilience work carried out in the Pacific. This unit standard should consider and incorporate traditional knowledge, where relevant.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of resilience in a health context.

Performance criteria

- 1.1 Resilience concepts are explained in terms of their applicability to the health sector.
Range institutional frameworks; hazards, risks, and disasters; vulnerability; weather risks and climate variability.
- 1.2 Hazards are explained in terms of their effect on the resilience of the health sector.

- 1.3 Resilience planning is described in terms of its scope to improve resilience in the health sector.
- 1.4 Methods of improving resilience are explained in terms of effectiveness in health in a community.
 Range may include but is not limited to – emergency management plans, multi-sector collaboration, disease outbreak plans, healthcare and public health infrastructure, sanitation management, climate and disaster sensitive health programmes.

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	15/06/2022	N/A

Title	Demonstrate knowledge of resilience in an energy and infrastructure context				
Code	CR400F-EI	Level	4	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 broadly factual knowledge of resilience concepts as they relate to energy and infrastructure. This unit standard is one of a set of unit standards that in combination allow a person to show understanding of resilience in a variety of vulnerable sectors.</p> <p>Persons credited with this unit standard are able to demonstrate knowledge of resilience in an energy and infrastructure 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.
- 2 Traditional knowledge is a key aspect of resilience work carried out in the Pacific. This unit standard should consider and incorporate traditional knowledge, where relevant.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of resilience in an energy and infrastructure context.

Performance criteria

- 1.1 Resilience concepts are explained in terms of their applicability to the energy and infrastructure sector.
Range institutional frameworks; hazards, risks, and disasters; vulnerability; weather risks and climate variability.

- 1.2 Hazards are explained in terms of their effect on the resilience of the energy and infrastructure sector.
- 1.3 Resilience planning is described in terms of its scope to improve resilience in the energy and infrastructure sector.
- 1.4 Methods of improving resilience are explained in terms of effectiveness in energy and infrastructure in a community.
- Range may include but is not limited to – structural adaptation measures, ecosystem based approaches, protective infrastructure, energy efficiency improvements, energy sources, infrastructure composition and materials.

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	15/06/2022	N/A

Title	Demonstrate knowledge of resilience in a tourism context				
Code	CR400F-To	Level	4	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 broadly factual knowledge of resilience concepts as they relate to tourism. This unit standard is one of a set of unit standards that in combination allow a person to show understanding of resilience in a variety of vulnerable sectors.</p> <p>Persons credited with this unit standard are able to demonstrate knowledge of resilience in a tourism 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.
- 2 Traditional knowledge is a key aspect of resilience work carried out in the Pacific. This unit standard should consider and incorporate traditional knowledge, where relevant.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of resilience in a tourism context.

Performance criteria

- 1.1 Resilience concepts are explained in terms of their applicability to the tourism sector.
Range institutional frameworks; hazards, risks, and disasters; vulnerability; weather risks and climate variability.
- 1.2 Hazards are explained in terms of their effect on the resilience of the tourism sector.

- 1.3 Resilience planning is described in terms of its scope to improve resilience in the tourism sector.
- 1.4 Methods of improving resilience are explained in terms of effectiveness in tourism in a community.
 Range may include but is not limited to – tourist product diversification, sustainable tourism, community tourism initiatives and community-led activities, tourism as a driver for conservation activities.

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	15/06/2022	N/A

Title	Demonstrate knowledge of resilience in a human settlements context				
Code	CR400F-HS	Level	4	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 broadly factual knowledge of resilience concepts as they relate to human settlements. This unit standard is one of a set of unit standards that in combination allow a person to show understanding of resilience in a variety of vulnerable sectors.</p> <p>Persons credited with this unit standard are able to demonstrate knowledge of resilience in a human settlements 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.
- 2 Traditional knowledge is a key aspect of resilience work carried out in the Pacific. This unit standard should consider and incorporate traditional knowledge, where relevant.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of resilience in a human settlements context.

Performance criteria

- 1.1 Resilience concepts are explained in terms of their applicability to the human settlements sector.
Range institutional frameworks; hazards, risks, and disasters; vulnerability; weather risks and climate variability.

- 1.2 Hazards are explained in terms of their effect on the resilience of the human settlements sector.
- 1.3 Resilience planning is described in terms of its scope to improve resilience in the human settlements sector.
- 1.4 Methods of improving resilience are explained in terms of effectiveness in human settlements in a community.
 Range may include but is not limited to – housing design, flood protection (including nature based solutions), climate-proofing, protection or relocation of key facilities.

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	15/06/2022	N/A

ASSESSOR GUIDES

OVERVIEW

INTRODUCTION

This document contains assessor guides for the Regional Certificate 4 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 4 in Resilience.

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

STRUCTURE

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

They are composed of nine tasks:

- 3.1 Climate Drivers
- 3.2 Team Health and Safety
- 3.3 Institutional Frameworks
- 3.4 Effective Consultation
- 3.5 Hazard Identification
- 4.1 Vulnerable Sectors
- 4.2 Project Administration
- 4.3 Sustainability
- 4.4 Vulnerability Assessment

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 3.1 and ending with Task 4.4.

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

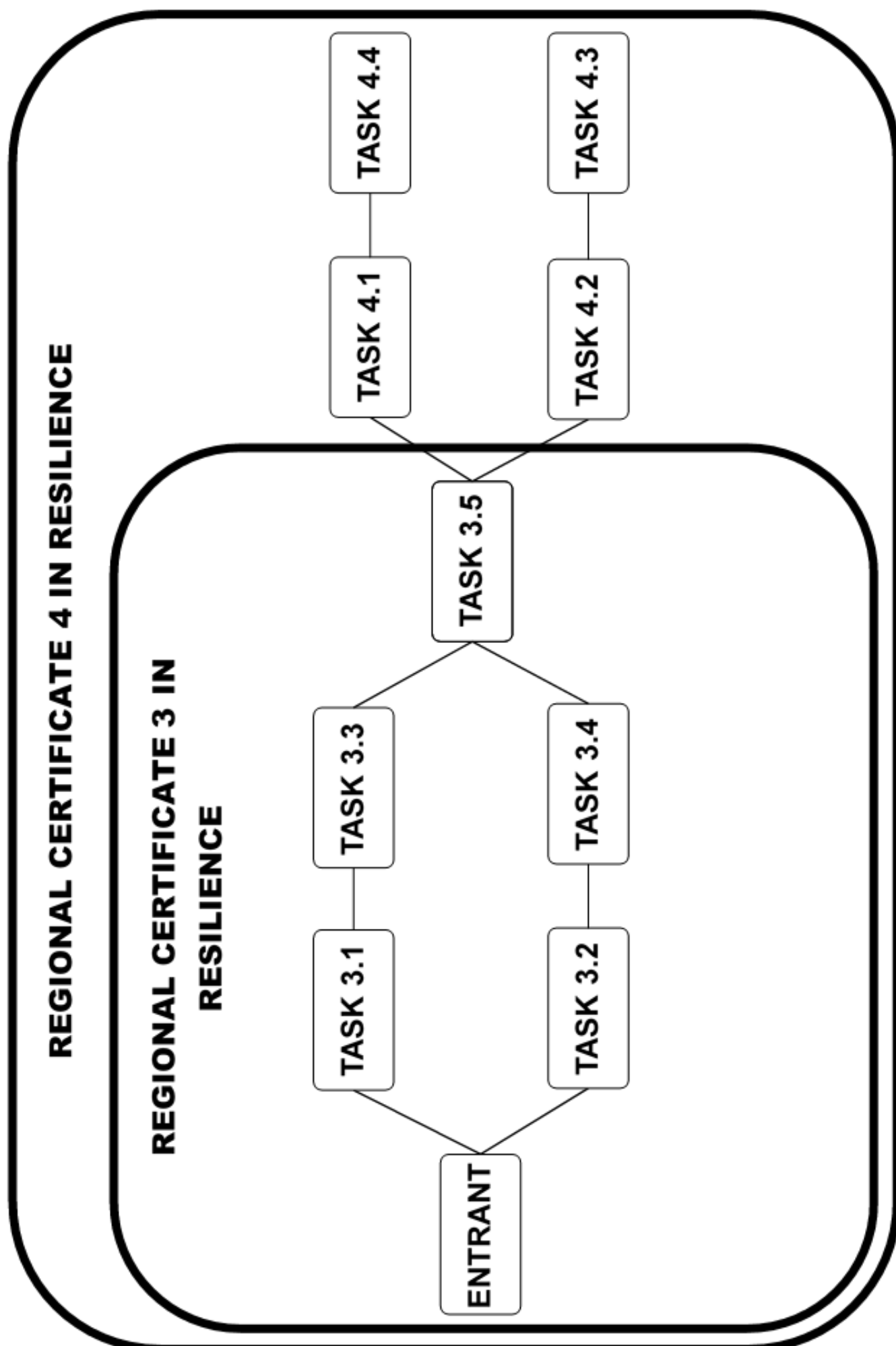
Assessors will need to ensure they comply with the regional and national assessment and moderation requirements of their quality frameworks. Details of specific registration and accreditation requirements and the national assessment arrangements are available from the Educational Quality and Assessment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

COMPLETION

The Regional Certificate 4 in Resilience is an articulated qualification. This means that it is possible to achieve a Level 3 or Level 4 qualification. The level of qualification attained will depend on the extent of skills and knowledge demonstrated.

Completion of Tasks 3.1 – 3.5 will result in a trainee having demonstrated competence at the level of a Regional Certificate 3 in Resilience.

Completion of Tasks 3.1 – 3.5 *and* Tasks 4.1 – 4.4 will result in a trainee having demonstrated competence at the level of a Regional Certificate 4 in Resilience.



TASK 3.1

CLIMATE DRIVERS

This is the assessor guide for Task 3.1 *Climate Drivers*.

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 key drivers for climate throughout the Pacific and how these affect a Pacific Island Country or Territory. 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 drivers of climate variability in the Pacific Region. • Explain the effects of drivers of climate variability on the Pacific Region. • Explain the effect of drivers of climate variability on a specific Pacific Island Country or Territory. 	<p>This Task contributes to:</p> <p>CR300C Demonstrate knowledge of drivers of climate variability and their effects in the Pacific Region (20cr)</p>

SUB-TASKS

Task 3.1 is divided into one sub-task:

- Drivers of Climate Variability

GUIDANCE

Range

Drivers of climate variability may include but are not limited to – Pacific Walker Circulation, El Niño Southern Oscillation Intertropical Convergence Zone, South Pacific Convergence Zone, West Pacific Monsoon.

DRIVERS OF CLIMATE VARIABILITY

Demonstrate knowledge of drivers of climate variability and their effects.

US CR300C 1.1, 1.2, 2.1, 2.2, 3.1, 3.2

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following:

- Describes the patterns of drivers of climate variability.
- Explains the causes of drivers of climate variability.
- Explains the effects of drivers of climate variability on the climate of the Pacific region.
- Explains the effects of drivers of climate variability on the ecosystems of the Pacific region.
- Explains the effects of drivers of climate variability on the climate of a specific Pacific Island Country or Territory.
- Explains the effects of drivers of climate variability on the ecosystems of a specific Pacific Island Country or Territory.

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

- All trainee's descriptions and explanations are for **at least three** different drivers of climate variability.
- Trainee explains at least three effects of each driver on the climate of the Pacific region.
- Trainee explains at least three effects of each driver on the climate of a specific Pacific Island Country or Territory.

Guidance

Effects on climate may include but are not limited to – local temperature, rainfall, wind strength, cloud cover, cyclones, floods, droughts.

Effects on ecosystems may include but are not limited to – vegetation, animals, fish stocks, coral.

TASK 3.2

TEAM HEALTH AND SAFETY

This is the assessor guide for Task 3.2 *Team Health 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 health and safety skills for keeping care of oneself and others. 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 safe work practices.
- Contribute to workplace health and safety hazard identification and risk assessment.
- Follow workplace emergency procedures.
- Demonstrate knowledge of managing workplace health and safety.
- Administer health and safety plans for a team in the workplace.

This Task contributes to:

CG300A Apply workplace health and safety procedures in the workplace (6cr)

CG400A Administer health and safety plans for a team in the workplace (10cr)

SUB-TASKS

Task 3.2 is divided into three sub-tasks:

- Health and Safety Responsibilities
- Personal Safety
- Health and Safety Plans

GUIDANCE

Definitions

Workplace – 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.

Team refers to any group of two or more people.

HEALTH AND SAFETY RESPONSIBILITIES

Demonstrate knowledge of managing workplace health and safety.

US CG300A 1.1
US CG400A 1.1, 1.2, 1.3

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following:

- Explains the codes of practice and workplace policies and procedures of workplace health and safety.
- Describes the responsibilities of an individual managing workplace health and safety.¹
- Explains methods of maintaining health and safety in a workplace.²
- Explains factors that can negatively impact workplace health and safety.³

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

- All descriptions comply with workplace health and safety regulation and legislation.
- All descriptions comply with organisational procedures for workplace health and safety.

Guidance

- ¹ **Responsibilities may include** – legal responsibilities, organisational responsibilities.
- ² **Methods** may include but are not limited to – systems and processes, planning for health and safety, clear responsibilities, training, worker engagement.
- ³ **Factors** may include but are not limited to – behaviours, conditions, organisational factors, time constraints, short-cuts, mocking and discouraging, no worker engagement, not following procedures, knowledge gaps, training gaps, productivity.

PERSONAL SAFETY

Apply safe work practices.

Follow workplace emergency procedures.

US CG300A 1.2, 1.3, 1.4, 1.5, 2.1, 3.1, 3.2, 3.3

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following for a given workplace:

- Follows workplace health and safety documentation and signage.
- Complies with duty of care requirements according to tradition and protocols.
- Uses personal protective equipment and other measures as required to prevent injury or impairment.
- Uses tools, equipment, and materials according to safe work practices.
- Provides information and assistance to persons conducting workplace inspections, risk assessments and/or testing.
- Reports emergencies and incidents to relevant personnel or authorities according to workplace procedures.
- Follows emergency procedures in line with own level of responsibility.
- Performs evacuation procedures as required.

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

Must include:

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

ATTACHED EVIDENCE

- Completed emergency report.

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.

HEALTH AND SAFETY PLANS

Administer health and safety plans for a team in the workplace.

Contribute to workplace health and safety hazard identification and risk assessment.

US CG300A 2.2, 2.3, 2.4

US CG400A 2.1, 2.2, 2.3, 2.4, 2.5, 2.6

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following when preparing health and safety plans:

- Identifies hazards associated with planned worksite through gathering information from internal and external sources.
- Assesses likelihood and severity of risks.

The trainee demonstrates the following when implementing health and safety plans:

- Controls risks through elimination or minimisation.
- Documents risk control actions as required.
- Identifies and reports hazards or WHS issues in the workplace to relevant personnel.

The trainee demonstrates the following when maintaining health and safety plans:

- Maintains controls and monitors adherence to health and safety plans in accordance with workplace requirements.
- Reviews controls to maintain ongoing effectiveness of health and safety plans.
- Maintains accurate documentation of health and safety plans.

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

Must include:

Fully completed verification form including comments from assessor/verifier.

ATTACHED EVIDENCE

- Three job risk assessment sheets.

Judgement statement

The minimum level of the trainee's performance required

- Trainee prepares and implements a minimum of three plans with a range of different risks across the three.⁴

- 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

⁴ **Risks** will vary widely depending on where the trainee is working. The list below is non-exhaustive but provides an idea of the types of hazard that may cause risks in different environments. Hazards may include but are not limited to unsafe access to workplaces in rural and outer islands including boats, bridges, water crossings, unstable terrain.

For those working in or around nature, these may include but are not limited to natural hazards, adverse weather (hot or cold), falling objects, vegetation, wildlife, hazardous substances, hand tool use.

For those working in and around water, these may include but are not limited to water depth, riptides, ocean life.

For those working in or around construction, these could include but are not limited to excavations, electrical safety, confined spaces, working at height.

For those working in built or office environments, these may include but are not limited to ergonomics, fire, earthquakes, vehicle access or use.

TASK 3.3

INSTITUTIONAL FRAMEWORKS

This is the assessor guide for Task 3.3 *Institutional Frameworks*.

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 institutions and their frameworks related to Pacific resilience building. It also focuses on how these are relevant to an individual field of resilience, and how they impact a specific project. 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 relevant global, regional, and national frameworks for resilience and explain their impact. Describe the relevant institutions and institutional arrangements for resilience in a specific Pacific Island Country or Territory. Analyse relevant global, regional, and national frameworks. Analyse the institutional framework relevant for a specific Pacific Island Country or Territory. Review a possible resilience project against institutional frameworks. 	<p>This Task contributes to:</p> <p>CR300D Describe the institutional frameworks used at global, regional, and national levels for resilience (5cr)</p> <p>CR400D Apply knowledge of institutional frameworks to a Pacific Island Country or Territory and a resilience project (10cr)</p>

SUB-TASKS

Task 3.3 is divided into four sub-tasks:

- Frameworks
- Institutions
- Frameworks Localisation
- Frameworks and Projects

GUIDANCE

Definitions

Institutional Frameworks are the systems of formal laws, regulations, procedures, and informal conventions, customs, and norms that shape socioeconomic activity and behaviour.

Levels of framework may include but are not limited to – international, regional, national, local.

Relevant Frameworks

United Nations Framework Convention on Climate Change (UNFCCC)

Kyoto Protocol

Paris Agreement

Pacific Islands Framework for Action on Climate Change 2006-2015

Sendai Framework for Disaster Risk Reduction

Pacific Regional Framework for Disaster Risk Reduction and Disaster Management 2005–2015

UN Convention of Biodiversity Conservation

Relevant national policies, frameworks, and plans

Relevant Institutional Arrangements at Local, National, Regional and International Levels

Global and Regional institutional arrangements and organisations

National Government structure

Provincial Administration

District Advisory

Village Bi-laws

FRAMEWORKS

Describe and analyse relevant global, regional, and national frameworks for resilience and explain their impact.

CR300D 1.1, 1.2, 1.3
CR400E 1.1, 1.2, 1.3, 1.4

Skills/knowledge to be demonstrated	Evidence requirement
<p><i>The trainee demonstrates the following:</i></p> <ul style="list-style-type: none"> Identifies relevant framework(s) at different levels. Identifies the main goal(s) of these frameworks. Describes relevant frameworks in terms of their impact on common areas of activity.¹ Identifies relevant frameworks in a resilience sector at different levels. Explains frameworks in terms of the main priorities and objectives. Explain frameworks in terms of indicators that can be used to measure progress. Describes identified indicators in terms of how they can be used to monitor resilience building projects against the priorities and objectives of relevant frameworks. 	<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

- Trainee provides descriptions and explanations of at least two frameworks.

Guidance

¹ **Common areas of activity** are areas of commerce or industry that the people of a particular area engage in on a regular or daily basis. Examples include sectors such agriculture, fishing, forestry, and participation of individuals might be at a subsistence or a commercial level.

INSTITUTIONS

Describe the relevant institutions and institutional arrangements for resilience in a specific Pacific Island Country or Territory.

US CR300D 2.1, 2.2, 2.3

Skills/knowledge to be demonstrated

The trainee demonstrates the following:

- Identifies existing institutional arrangements.
- Describes key national and regional stakeholders in the identified institutional arrangements in terms of their specific roles.
- Describes institutions related to Resilience (CCA & DRR) in terms of the relationships between them.

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 include at least two institutions and the relationship between them.

FRAMEWORK LOCALISATION

Analyse the institutional framework relevant for a specific Pacific Island Country or Territory.

CR400E 2.1, 2.2, 2.3, 2.4, 2.5

Skills/knowledge to be demonstrated

The trainee demonstrates the following:

- Identifies relevant institutions in a field of resilience at different levels.
- Explains areas of responsibility or authority for the identified institutions.
- Maps the interactions and relationships between the identified institutions.
- Identifies institutions in terms of those to be consulted in the development of a resilience building project.
- Identifies institutions or existing networks in terms of those to be approached to partner in a resilience building project.

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 evidence relates to a specific field of resilience, which may include but is not limited to – agriculture, fisheries, coastal management, forestry, water resources, energy and infrastructure, health, tourism, human settlements.
- Trainee evidence is related to that of the Pacific Island Country or Territory where they are located or intend to be located.²

Guidance

² Where no local institutional framework exists for a Pacific Island Country or Territory, the institutional framework for another Pacific Island Country or Territory may be used to achieve the outcomes.

FRAMEWORKS AND PROJECTS

Review a possible resilience project against institutional frameworks.

US CR400E 3.1, 3.2, 3.3, 3.4

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following:

- Analyses a project to determine which goals and objectives align with the goals and objectives of an institutional framework.
- Identifies indicators that can also be used to monitor and evaluate a resilience building project.
- Maps the institutions to be consulted or involved in the design of a resilience building project in a resilience sector.
- Describes priorities and/or proposed actions for the project that contribute to the goals and objectives of a relevant framework.

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 evidence relates to a specific field of resilience, which may include but is not limited to – agriculture, fisheries, coastal management, forestry, water resources, energy and infrastructure, health, tourism, human settlements.
- Trainee maps at least two institutions to be consulted or involved.

TASK 3.4

EFFECTIVE CONSULTATION

This is the assessor guide for Task 3.4 *Effective Consultation*.

This guide contains the assessment tasks to assist the assessor in making fair, valid and consistent decisions. This Task focuses on assessing skills of effective communication and community consultation. It is intended to be assessed 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"> • Collect information from a community on matters of resilience. • Provide information to the community on matters of resilience. • Identify issues relating to resilience jointly with the community. • Identify options for improving resilience with the community. • Plan for communication with resilience stakeholders. • Coordinate team communications. • Coordinate workplace meetings. • Represent team views. 	<p>This Task contributes to:</p> <p>CG300B Communicate with a Pacific Island community on matters of Resilience (4cr)</p> <p>CG400B Communicate effectively with resilience stakeholders at a local level (5cr)</p>

SUB-TASKS

Task 3.4 is divided into three sub-tasks:

- Consultation Preparation
- Consultation
- Post Consultation

GUIDANCE

Definitions

Community protocols will be relevant to a specific Pacific Island Country or Territory and/or community. The 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 Country or Territory and/or community.

Matters of resilience refers to information relating to climate change adaptation and/or disaster risk reduction, that is relevant to the community being communicated with.

Stakeholders may include – project sponsors/funding bodies/development partners, industry, government agencies, general public, steering committee members, organisational management, team members, members of village or urban communities.

CONSULTATION PREPARATION

Plan and coordinate communication with resilience stakeholders.

US CG300B 1.4, 3.2

US CG400B 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following when planning community consultation:

- Identifies communication requirements from analysis of probable work and project requirements including potential audiences/stakeholders.
- Plans and organises a meeting.
- Plans communication network to ensure reliable and cost effective communications.

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

Must include:

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

ATTACHED EVIDENCE

- Consultation plan.

The trainee demonstrates the following when planning community consultation with their team:

- Identifies teams and individual roles and responsibilities within the team.
- Determines team viewpoint prior to verbal or visual presentation, including possible options and acceptable alternatives or compromises.
- Provides communications network information to team members to ensure maximum efficiency.
- Encourages team members to participate in the creation of a participatory environment in which all views are welcomed and considered.

The trainee demonstrates the following when planning community consultation with a community:

- Uses formal and informal community networks to obtain and share information.
- Gathers background information on matters related to resilience through relevant networks and the local communities.

Judgement statement

The minimum level of the trainee's performance required

- Evidence is from actual activity in a community context. If impractical, case study or role play may be used if they are realistic enough to match the complexity of real work situations.
- Consultation planning is conducted in accordance with organisational and project requirements.
- Consultation planning includes distribution and clarification of agenda, notification of date, venue, and required attendees and administration requirements. This may be performed verbally, in writing, electronically, or with other methods as appropriate.
- All requirements of the verification form are met, and the form is signed/dated.

Guidance

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.

CONSULTATION

Coordinate consultation with communities to provide information and discuss options around resilience building.

US CG300B 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 3.1, 4.1, 4.2

US CG400B 3.2, 3.3, 4.2

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following when opening the meeting:

- Convenes a community gathering for a stated purpose.
- Identifies, agrees, establishes, and applies format and rules of meeting.

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 providing information to the community:

- Provides information to the community in accordance with established protocols.
- Responds to community requests for information on matters relating to resilience, stakeholders, and funding opportunities with development partners.
- Advises community of own organisation's decisions and the reasoning for such decisions.

The trainee demonstrates the following when facilitating discussion in a community:

- Facilitates discussions with the community on issues of community importance related to resilience.
- Seeks views of all parties, including agreement and dissent, to obtain a balanced position.
- Evaluates and discusses alternatives and options for action with the community.
- Identifies preferred alternatives and options.
- Presents team viewpoints in a clear, concise, and logical manner accepting the need for rational and productive debate.

Judgement statement

The minimum level of the trainee's performance required

- Evidence is from actual activity in a community context. If impractical, case study or role play may be used if they are realistic enough to match the complexity of real work situations.
- Trainee recognises the importance of informal participation when drawing conclusions from community engagement.
- Trainee places cultural protocols and values as a principal concern, and follows them when participating in community consultation.

POST CONSULTATION

Represents team and community viewpoints on resilience building.

US CG300B 3.3, 4.3, 4.4, 4.5

US CG400B 3.4, 4.3

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following:

- Conveys information on issues and preferred options to the relevant stakeholders.
- Conveys stakeholders' response to the community group.
- Records outcomes and agreed action plans, and confirms details of next meeting before closing in accordance with organisation/forum requirements.
- Conveys decisions and outcomes to team members to accurately portray their position.
- Prepares written documents to record community discussions.
- Prepares written reports that clearly and accurately convey the alternatives discussed in consultation and the decisions and outcomes.

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

Must include:

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

ATTACHED EVIDENCE

- Records of community discussions.
- Consultation report.

Judgement statement

The minimum level of the trainee's performance required

- Evidence is from actual activity in a community context. If impractical, case study or role play may be used if they are realistic enough to match the complexity of real work situations.
- Documents are written to accurately reflect concerns, situations, and messages from the community.
- Documents are written in a clear and logical structure using language and tone appropriate to the audience.
- All requirements of the verification form are met, and the form is signed/dated.

TASK 3.5

HAZARD IDENTIFICATION

This is the assessor guide for Task 3.5 *Hazard Identification*.

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 risk assessment, and operational skills for identifying climate and disaster related hazards. 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"> • Demonstrate knowledge of risk assessment in a resilience context. • Analyse information to identify climate related hazards. • Analyse information to identify disaster related hazards. 	<p>This Task contributes to:</p> <p>CR300A Analyse information to identify climate and disaster related hazards (10cr)</p> <p>CR300B Demonstrate knowledge of risk assessment (5cr)</p>

SUB-TASKS

Task 3.5 is divided into two sub-tasks:

- Risk Assessment Concepts
- Hazard Identification

RISK ASSESSMENT CONCEPTS

Demonstrate knowledge of risk assessment.

US CR300B 1.1, 1.2, 1.3, 1.4, 1.5

Skills/knowledge to be demonstrated

The trainee demonstrates the following:

- Explains the purpose and process of risk assessment.
- Explains the role of hazard identification in risk assessment.
- Explains the role of vulnerability assessment in risk assessment.
- Explains the approaches to risk assessment in terms of differences required depending on the size and scope of the risk assessment.
- Describes challenges with conducting risk assessment in the Pacific.

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 explains at least two differences in approach to risk assessment between country, sector, and community levels.

HAZARD IDENTIFICATION

Analyse information to identify climate and disaster related hazards.

US CR300A 1.1, 1.2, 1.3, 2.1, 2.2, 2.3

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following for a climate related hazard:

- Identifies the types and sources of information required to determine climate related hazards.
- Identifies potential climate related hazards for a specific Pacific Island Country or Territory.
- Analyses provided information to determine the nature, location, severity, and likelihood of the hazard.

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

Must include:

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

ATTACHED EVIDENCE

- Hazard identification reports for at least one climate and one disaster related hazard.

The trainee demonstrates the following for a disaster related hazard:

- Identifies the types and sources of information required to determine disaster related hazards.
- Identifies potential disaster related hazards for a specific Pacific Island Country or Territory.
- Analyses provided information to determine the nature, location, severity, and likelihood of the hazard.

Judgement statement

The minimum level of the trainee's performance required

- Evidence is from actual activity in a community context. If impractical, case study or role play may be used if they are realistic enough to match the complexity of real work situations.
- All requirements of the verification form are met, and the form is signed/dated.

TASK 4.1

VULNERABLE SECTORS

This is the assessor guide for Task 4.1 *Vulnerable Sectors*.

This guide contains the assessment tasks to assist the assessor in making fair, valid and consistent decisions. This Task focuses on assessing knowledge of different sectors throughout the Pacific and how resilience can be built when they are vulnerable. 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 resilience in an agriculture context. • Demonstrate knowledge of resilience in a fisheries context. • Demonstrate knowledge of resilience in a coastal management context. • Demonstrate knowledge of resilience in a forestry context. • Demonstrate knowledge of resilience in a water resources context. • Demonstrate knowledge of resilience in a health context. • Demonstrate knowledge of resilience in an energy and infrastructure context. • Demonstrate knowledge of resilience in a tourism context. • Demonstrate knowledge of resilience in a human settlements context. 	<p>This Task contributes to:</p> <p>CR400F-Ag Demonstrate knowledge of resilience in an agriculture context (3cr)</p> <p>CR400F-Fi Demonstrate knowledge of resilience in a fisheries context (3cr)</p> <p>CR400F-CM Demonstrate knowledge of resilience in a coastal management context (3cr)</p> <p>CR400F-Fo Demonstrate knowledge of resilience in a forestry context (3cr)</p> <p>CR400F-WR Demonstrate knowledge of resilience in a water resources context (3cr)</p> <p>CR400F-He Demonstrate knowledge of resilience in a health context (3cr)</p> <p>CR400F-EI Demonstrate knowledge of resilience in an energy and infrastructure context (3cr)</p> <p>CR400F-To Demonstrate knowledge of resilience in a tourism context (3cr)</p> <p>CR400F-HS Demonstrate knowledge of resilience in a human settlements context (3cr)</p>

SUB-TASKS

Task 4.1 is divided into nine sub-tasks:

- Agriculture
- Fisheries
- Coastal Management
- Forestry
- Water Resources
- Health
- Energy and Infrastructure
- Tourism
- Human Settlements

AGRICULTURE

Demonstrate knowledge of resilience in an agriculture context.

US CR400F-Ag 1.1, 1.2, 1.3, 1.4

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following:

- Explains resilience concepts in terms of their applicability to the agriculture sector.
- Explains hazards in terms of their effect on the resilience of the agriculture sector.
- Describes resilience planning in terms of its scope to improve resilience in the agriculture sector.
- Explains methods of improving resilience in terms of the effectiveness in agriculture in a community.

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

- Resilience concepts include institutional frameworks, hazards, risks, disasters, vulnerability, weather risks, and climate variability.

Guidance

- ¹ **Methods of improving resilience** may include but are not limited to sustainable crop practices, irrigation, crop location, soil health.

FISHERIES

Demonstrate knowledge of resilience in a fisheries context.

US CR400F-Fi 1.1, 1.2, 1.3, 1.4

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following:

- Explains resilience concepts in terms of their applicability to the fisheries sector.
- Explains hazards in terms of their effect on the resilience of the fisheries sector.
- Describes resilience planning in terms of its scope to improve resilience in the fisheries sector.
- Explains methods of improving resilience in terms of the effectiveness in fisheries in a community.

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

- Resilience concepts include institutional frameworks, hazards, risks, disasters, vulnerability, weather risks, and climate variability.

Guidance

- ¹ **Methods of improving resilience** may include but are not limited to sustainable fishing practices, sustainable use of marine resources, water cleanliness, safe fishing operations.

COASTAL MANAGEMENT

Demonstrate knowledge of resilience in a coastal management context.

US CR400F-CM 1.1, 1.2, 1.3, 1.4

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following:

- Explains resilience concepts in terms of their applicability to the coastal management sector.
- Explains hazards in terms of their effect on the resilience of the coastal management sector.
- Describes resilience planning in terms of its scope to improve resilience in the coastal management sector.
- Explains methods of improving resilience in terms of the effectiveness in coastal management in a community.

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

- Resilience concepts include institutional frameworks, hazards, risks, disasters, vulnerability, weather risks, and climate variability.

Guidance

- ¹ **Methods of improving resilience** may include but are not limited options for relocation, alternative means of livelihood, managing flood and erosion risk, hard engineering intervention.

FORESTRY

Demonstrate knowledge of resilience in a forestry context.

US CR400F-Fo 1.1, 1.2, 1.3, 1.4

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following:

- Explains resilience concepts in terms of their applicability to the forestry sector.
- Explains hazards in terms of their effect on the resilience of the forestry sector.
- Describes resilience planning in terms of its scope to improve resilience in the forestry sector.
- Explains methods of improving resilience in terms of the effectiveness in forestry in a community.

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

- Resilience concepts include institutional frameworks, hazards, risks, disasters, vulnerability, weather risks, and climate variability.

Guidance

- ¹ **Methods of improving resilience** may include but are not limited to sustainable logging practices, sustainable use of forest resources, preservation of land stability, safe logging operations.

WATER RESOURCES

Demonstrate knowledge of resilience in a water resources context.

US CR400F-WR 1.1, 1.2, 1.3, 1.4

Skills/knowledge to be demonstrated

The trainee demonstrates the following:

- Explains resilience concepts in terms of their applicability to the water resources sector.
- Explains hazards in terms of their effect on the resilience of the water resources sector.
- Describes resilience planning in terms of its scope to improve resilience in the water resources sector.
- Explains methods of improving resilience in terms of the effectiveness in water resources in a 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

- Resilience concepts include institutional frameworks, hazards, risks, disasters, vulnerability, weather risks, and climate variability.

Guidance

- ¹ **Methods of improving resilience** may include but are not limited to drinking water technologies and management for improving access, storage, distribution, water quality, sanitation technologies and management for reducing pollution, contamination, waste quantity.

HEALTH

Demonstrate knowledge of resilience in a health context.

US CR400F-He 1.1, 1.2, 1.3, 1.4

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following:

- Explains resilience concepts in terms of their applicability to the health sector.
- Explains hazards in terms of their effect on the resilience of the health sector.
- Describes resilience planning in terms of its scope to improve resilience in the health sector.
- Explains methods of improving resilience in terms of the effectiveness in health in a community.

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

- Resilience concepts include institutional frameworks, hazards, risks, disasters, vulnerability, weather risks, and climate variability.

Guidance

- ¹ **Methods of improving resilience** may include but are not limited to emergency management plans, multi-sector collaboration, disease outbreak plans, healthcare and public health infrastructure, sanitation management, climate and disaster sensitive health programmes.

ENERGY AND INFRASTRUCTURE

Demonstrate knowledge of resilience in an energy and infrastructure context.

US CR400F-EI 1.1, 1.2, 1.3, 1.4

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following:

- Explains resilience concepts in terms of their applicability to the energy and infrastructure sector.
- Explains hazards in terms of their effect on the resilience of the energy and infrastructure sector.
- Describes resilience planning in terms of its scope to improve resilience in the energy and infrastructure sector.
- Explains methods of improving resilience in terms of the effectiveness in energy and infrastructure in a community.

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

- Resilience concepts include institutional frameworks, hazards, risks, disasters, vulnerability, weather risks, and climate variability.

Guidance

- ¹ **Methods of improving resilience** may include but are not limited to structural adaptation measures, ecosystem based approaches, protective infrastructure, energy efficiency improvements, energy sources, infrastructure composition and materials.

TOURISM

Demonstrate knowledge of resilience in a tourism context.

US CR400F-To 1.1, 1.2, 1.3, 1.4

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following:

- Explains resilience concepts in terms of their applicability to the tourism sector.
- Explains hazards in terms of their effect on the resilience of the tourism sector.
- Describes resilience planning in terms of its scope to improve resilience in the tourism sector.
- Explains methods of improving resilience in terms of the effectiveness in tourism in a community.

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

- Resilience concepts include institutional frameworks, hazards, risks, disasters, vulnerability, weather risks, and climate variability.

Guidance

- ¹ **Methods of improving resilience** may include but are not limited to tourist product diversification, sustainable tourism, community tourism initiatives and community-led activities, tourism as a driver for conservation activities.

HUMAN SETTLEMENTS

Demonstrate knowledge of resilience in a human settlements context.

US CR400F-HS 1.1, 1.2, 1.3, 1.4

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following:

- Explains resilience concepts in terms of their applicability to the human settlements sector.
- Explains hazards in terms of their effect on the resilience of the human settlements sector.
- Describes resilience planning in terms of its scope to improve resilience in the human settlements sector.
- Explains methods of improving resilience in terms of the effectiveness in human settlements in a community.

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

- Resilience concepts include institutional frameworks, hazards, risks, disasters, vulnerability, weather risks, and climate variability.

Guidance

- ¹ **Methods of improving resilience** may include but are not limited to housing design, flood protection (including nature based solutions), climate-proofing, protection or relocation of key facilities.

TASK 4.2

PROJECT ADMINISTRATION

This is the assessor guide for Task 4.2 *Project Administration*.

This guide contains the assessment tasks to assist the assessor in making fair, valid and consistent decisions. This Task focuses on assessing operational skills in administration required to support the effective organisation or resilience projects. It is intended to be assessed 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"> • Plan resilience project administration. • Coordinate resilience project administration. • Finalise resilience project administration. 	<p>This Task contributes to:</p> <p>CR400C Support projects in resilience (10cr)</p>

SUB-TASKS

Task 4.2 is divided into three sub-tasks:

- Administration Planning
- Administration Coordination
- Administration Finalisation

GUIDANCE

Trainee may use evidence from multiple projects to show competence for this Task.

ADMINISTRATION PLANNING

Plan resilience project administration.

US CR400C 1.1, 1.2, 1.3, 1.4, 1.5, 1.6

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following:

- Identifies and records the purpose, scope and objectives of the project.
- Develops a project plan.¹
- Develops a project log frame to reflect the project planning and implementation.
- Identifies and addresses factors that affect timeframes in project planning to ensure timeframes are realistic and achievable.
- Links project budgets to key outcomes within projects and incorporates reporting mechanisms to ensure payments are made/received as outcomes are achieved.
- Identifies monitoring and reporting arrangements for project activities and budgets within project plans.

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 plan.
- Project log frame.

May include:

- Records of consultation with stakeholders for developing a project 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 impractical, case study or role play may be used if they are realistic enough to match the complexity of real work situations.
- Trainee's project plan identifies project activities and key administrative milestones and timelines.
- Trainee's project plan complies with the requirements of the project brief/contract, and is created in consultation with stakeholders.²
- Identified monitoring and reporting arrangements are in accordance with organisational, statutory, and auditing requirements of supporting partners.
- All requirements of the verification form are met, and the form is signed/dated.

Guidance

- ¹ **The project plan** will include some or all of the following – budget and cost estimates, expected outcomes which are measurable benefits of the project, inclusions and exclusions from the project, log frame, milestones, objectives, purpose, performance criteria/indicators, human and physical resources, project implementation strategy, quality standards for the project, risk management strategy, schedule/timeline.
- ² **Stakeholders** may include – communities, project sponsors/funding bodies/development partners, industry, government agencies, Ministers, general public, steering committee members, organisational management, and team members.

ADMINISTRATION COORDINATION

Coordinate resilience project administration.

US CR400C 2.1, 2.2, 2.3, 2.4

Skills/knowledge to be demonstrated

The trainee demonstrates the following:

- Allocates and monitors tasks and resources.
- Details and monitors project expenditure in financial control systems against project budgets.
- Monitors and reports project timeframes and milestones to designated person/s.
- Maintains project records.

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

- Records of:
 - Task and resource allocation.
 - Tracking of project expenditure.
 - Project timeframe and milestone reporting.
 - Project progress.

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 impractical, case study or role play may be used if they are realistic enough to match the complexity of real work situations.
- Project expenditure is monitored in accordance with project design document.
- All tasks are completed in accordance with project and organisational requirements.
- All requirements of the verification form are met, and the form is signed/dated.

ADMINISTRATION FINALISATION

Finalise resilience project administration

US CR400C 3.1, 3.2, 3.3, 3.4, 3.5

Skills/knowledge to be demonstrated

The trainee demonstrates the following:

- Completes project deliverables to the required standard in the required timeframe.
- Completes and archives recordkeeping associated with the project as required by the project plan.
- Evaluates project process, identifies issues, and makes recommendations for continuous improvement.³
- Prepares written project reports.
- Completes project hand-over of deliverables and returns borrowed/unused materials.

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 report.

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 impractical, case study or role play may be used if they are realistic enough to match the complexity of real work situations.
- Trainee's project report contains required information, and uses agreed style, voice, and format.
- Trainee completes hand-over in accordance with the project plan and organisational procedures.
- All requirements of the verification form are met, and the form is signed/dated.

Guidance

³ **Recommendations for continuous improvement** may include – reducing costs, researching and applying more efficient methods of completing project tasks, seeking further resources to meet deadlines, negotiating an extension of deadline or redefining completion or quantities of quality of outcomes, sharing of ideas to gain improvements to work undertaken within the project, outsourcing aspects of the project, changing roles and responsibilities within the project team.

TASK 4.3

SUSTAINABILITY

This is the assessor guide for Task 4.3 *Sustainability*.

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 sustainability as a concept related to resilience. It is intended to be assessed theoretically.

Learning Outcomes

Unit Standards

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

- Apply knowledge of core sustainability concepts for resilience.

This Task contributes to:

CR400B Apply knowledge of core sustainability concepts for resilience (5cr)

SUB-TASKS

Task 4.3 is divided into one sub-task:

- Core Sustainability Concepts

CORE SUSTAINABILITY CONCEPTS

Apply knowledge of core sustainability concepts for resilience.

US CR400B 1.1, 1.2, 1.3, 1.4

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following:

- Describes types of sustainability.
- Explains the relationship between the types of sustainability.
- Explains the significance of sustainability to resilience.

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.

The trainee demonstrates the following for a community:

- Assesses the ability of environmental sustainability to enable economic and social sustainability.

Judgement statement

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

- Trainee describes each of the three types of sustainability.
- Trainee provides at least three examples of how environmental sustainability enables other types of sustainability in a community.

Guidance

Types of sustainability include environmental, economic, and social sustainability.

TASK 4.4

VULNERABILITY ASSESSMENT

This is the assessor guide for Task 4.4 *Vulnerability Assessment*.

This guide contains the assessment tasks to assist the assessor in making fair, valid and consistent decisions. This Task focuses on assessing knowledge of comprehensive risk assessment and management, and the operational skills to conduct a simple vulnerability assessment. 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"> • Demonstrate knowledge of comprehensive risk assessment and management for resilience. • Apply knowledge of comprehensive risk assessment and management for resilience. • Determine the scope of the vulnerability assessment. • Collect data for the vulnerability assessment. • Assess the vulnerability of a community to a climate or disaster related hazard. • Report on vulnerability of community to a climate or disaster related hazard. 	<p>This Task contributes to:</p> <p>CR400A Apply knowledge of comprehensive risk and vulnerability assessment (15cr)</p> <p>CR400D Conduct a simple vulnerability assessment for a community (10cr)</p>

SUB-TASKS

Task 4.4 is divided into four sub-tasks:

- Comprehensive Risk Management Concepts
- Risk Assessment Reports
- Vulnerability Assessment Planning and Data Collection
- Vulnerability Assessment and Reporting

COMPREHENSIVE RISK MANAGEMENT CONCEPTS

Demonstrate knowledge of comprehensive risk assessment and management for resilience.

US CR400A 1.1, 1.2, 1.3, 1.4, 1.5, 1.6

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following:

- Explains the purpose of comprehensive risk assessment and management.
- Explains the process of comprehensive risk assessment and management.
- Explains alternative approaches to managing risk in a resilience context.
- Explains methods of reducing risk in a resilience context.
- Describes methods of transferring risk in a resilience context.¹
- Explains methods of retaining risk in a resilience context.²

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 of at least three alternative approaches to managing risk. These must include reducing, transferring, and retaining risk.
- Trainee explains at least two methods for each of reducing, transferring, and retaining risk.

Guidance

- ¹ **Methods of transferring risk** may include but are not limited to insurance and reinsurance contracts, catastrophe bonds, or contingent credit facilities and reserve funds.
- ² **Methods of retaining risk** may include but are not limited to determining acceptable levels of risk through consultation with the community or prioritising risks due to limited resources.

RISK ASSESSMENT REPORTS

Apply knowledge of comprehensive risk assessment and management for resilience.

US CR400A 2.1, 2.2, 2.3

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following:

- Analyses risk assessment reports to identify issues.
- Lists potential risk reduction and/or climate change adaptation measures.
- Analyses potential risk reduction and/or climate change adaptation measures to identify their advantages, limitations, and associated resource requirements.

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

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

VULNERABILITY ASSESSMENT PLANNING AND DATA COLLECTION

Determine the scope of the vulnerability assessment.

Collect data for the vulnerability assessment.

US CR400D 1.1, 1.2, 1.3, 2.1

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following:

- Examines the vulnerability assessment to determine the purpose, intended audience, and desired output.
- Determines the resources available for the vulnerability assessment.
- Determines the approach, sources, and data for the vulnerability assessment in accordance with the resources available.
- Collects relevant qualitative and quantitative data for the vulnerability assessment.

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

Must include:

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

ATTACHED EVIDENCE

- Vulnerability assessment plan.
- Vulnerability assessment data.

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 impractical, case study or role play may be used if they are realistic enough to match the complexity of real work situations.
- Data is collected in accordance with the planned scope of the vulnerability assessment.
-

Guidance

- For the purposes of assessment, the complexity of the vulnerability assessment should be consistent with the level and complexity of work a learner is likely to encounter in their daily work.
- Traditional knowledge is a key aspect of resilience work carried out in the Pacific. The trainee should consider and incorporate traditional knowledge, where relevant.

VULNERABILITY ASSESSMENT AND REPORTING

Assess the vulnerability of a community to a climate or disaster related hazard.

Report on vulnerability of a community to a climate or disaster related hazard.

US CR400D 3.1, 3.2, 3.3, 3.4, 4.1, 4.2

Skills/knowledge to be demonstrated

Evidence requirement

The trainee demonstrates the following:

- Assesses the exposure of a community to a climate or disaster related hazard.¹
- Assesses the sensitivity of a community to a climate or disaster related hazard.²
- Assesses the capacity of a community to adapt to a climate or disaster related hazard.³
- Assesses the vulnerability of a community to a climate or disaster related hazard.
- Prepares a report on vulnerability of a community to a climate or disaster related hazard.
- Identifies and documents areas of uncertainty in relation to the results of the vulnerability assessment.

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

Must include:

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

ATTACHED EVIDENCE

- Completed vulnerability assessment.

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 impractical, case study or role play may be used if they are realistic enough to match the complexity of real work situations.
- The vulnerability assessment report is consistent with the scope of the project and uses language appropriate for the intended audience.

Guidance

- For the purposes of assessment, the complexity of the vulnerability assessment should be consistent with the level and complexity of work a learner is likely to encounter in their daily work.
 - Traditional knowledge is a key aspect of resilience work carried out in the Pacific. The trainee should consider and incorporate traditional knowledge, where relevant.
- ¹ **Exposure** may include but is not limited to geography, sector, or population.
 - ² **Sensitivity** may include but is not limited to sensitivity of past events, sensitivity of similar places, familiarity to hazard, or thresholds.
 - ³ **Capacity** may include but is not limited to human capital, social capital, natural capital, physical capital, or financial capital.

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ACP states:



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