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Federal Department of Foreign Affairs FDFA



# REGIONAL DIPLOMA IN RESILIENCE LEVEL 5



**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 Diploma in Resilience at Level 5 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 Diploma is the third of four. It is intended for those who need to develop their technical skills so they can act as change agents in their communities and support more specialised resilience solutions. Entrants are expected to have operational Resilience skills.

Upon completion, graduates will be able to enter the Regional Diploma in Resilience at Level 6 which builds depth and breadth to the skills gained in the Level 5, and applies these directly to resilience projects.

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 DIPLOMA IN RESILIENCE LEVEL 5**



## Diploma in Resilience Level 5

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

*The Diploma Level 5 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 must elect to study in one of the following fields: **Agriculture, Coastal Management, Fisheries, Forestry, Water Resources, Health, Tourism, Energy & Infrastructure, and Human Settlements.***

	Compulsory Unit Standards
Level 4 credits	0
Level 5 credits	120
Minimum totals	120

### 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.*

### Purpose of the Resilience Diploma Level 5

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. These jeopardise the livelihoods of the people, most of whom are engaged in agriculture, forestry and fishing and are thus dependent on natural resources.

The purpose of the diploma level qualifications is to provide the Pacific community with graduates who can apply specialized skills as change agents in their communities in accordance with governmental frameworks. This is to ensure the implementation of appropriate regional and national adaptation and mitigation responses to climate change and disaster risk faced by the Pacific island countries at operational and institutional level.

This qualification also aims to provide people employed in, or who want to enter, the resilience sector with specialist knowledge and skills to engage as competent change agents and employees. Target learners are expected to have experience in the field of Resilience, either through the completion of the Certificate 4 in Resilience or through equivalent work/volunteer experience.

Graduates would be competent to undertake roles such as: project development officer, town & country planning officer, policy officer, project officer, climate change technician, data entry technician, MEAL officer, community engagement officer, research technician.

Learners will benefit by having a qualification which recognizes their knowledge of governmental frameworks, and technical and specialized knowledge in climate change adaptation and disaster risk reduction.

Organisations and the Pacific community will benefit by having people who can contribute leadership in adapting to climate change preparing for disaster events.

Graduates will be working in specialist and management roles to achieve organisational and governmental goals specific to CCA/DRR frameworks for their country or territory. Graduates of this qualification may progress on to the Diploma 6 in Resilience or other higher level qualifications in resilience or related fields.



### Scope of Qualification

The diploma in Resilience is practical in its application to train people in becoming specialized change agents for CCA/DRR. The qualification offers strands in the following elective fields: Agriculture, Coastal Management, Fisheries, Forestry, Water Resources, Health, Tourism, Energy & Infrastructure, and Human Settlements.

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

- **Workplace Health and Safety knowledge:**
  - Accessing and interpreting 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.
  - Including cultural knowledge and skills as a tool to both engage with communities and to create relevant solutions for building resilience.
  - Seeking opportunities for gender and social inclusion within projects and solutions.

### 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 Diploma level 5 qualification requires completion of Certificate 4 in Resilience or in any other related field.

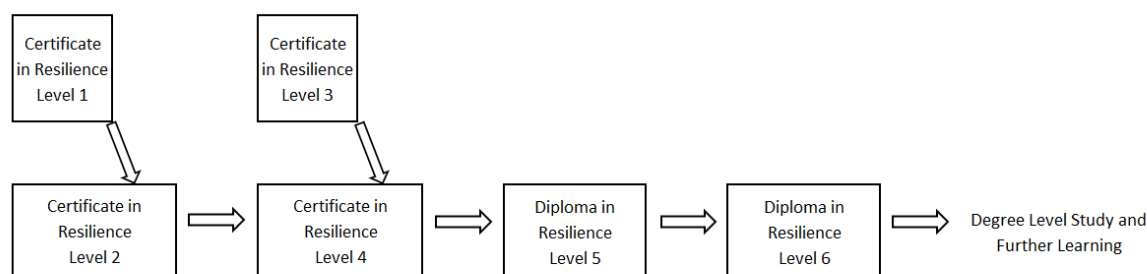
### Credit Transfer Arrangements

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.

REGIONAL RESILIENCE EDUCATION PATHWAY



**Graduate Profile**

A graduate of the diploma is able to: demonstrate self-directed application of theoretical and/or technical skills in a field of work or study related to Resilience, develop solutions to unfamiliar problems, and apply a range of 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 responsibility for the performance of others.

**Graduate Outcomes**

Graduates of the Diploma Level 5 in Resilience will be able to:

- Perform multi-criteria analyses for resilience projects.
- Apply knowledge of national adaptation plan processes in a resilience context.
- Apply knowledge of key concepts for integration of sustainability in planning in a resilience context.
- Evaluate a range of climate and disaster risk reduction finance sources.
- Apply simple monitoring, evaluation, and learning processes to resilience projects.
- Communicate effectively with a range of stakeholders in a resilience context.
- Apply knowledge of the relationship between climate change adaptation and disaster risk reduction in a resilience context.
- Examine a range of research methodologies used in a resilience context.
- Apply resilience methodologies in a specific sector.

These graduate outcomes are aligned to Level 5 of the Pacific Qualifications Framework.

**Requirements: A Diploma 5 in Resilience comprises 8 compulsory Unit Standards and 1 elective Unit Standard**

**8 Compulsory Core Skills Units**

ID	Unit Title	PQF Level	PQF Credit
CR500A	Apply knowledge of multi-criteria analysis for resilience projects	5	10
CR500B	Apply knowledge of national adaptation plan processes in the Pacific	5	10
CR500C	Analyse the integration of sustainability into resilience	5	10
CR500D	Evaluate finance opportunities for resilience	5	10
CR500E	Analyse and use monitoring, evaluation, and learning in a resilience context	5	10
CR500F	Promote resilience in a community or organisation	5	10
CR500G	Examine the relationship between climate change adaptation and disaster risk reduction in a resilience context	5	30
CR500H	Examine research methodologies for resilience	5	10

**PLUS****1 Elective Core Skills Unit from the following:**

ID	Unit Title	PQF Level	PQF Credit
CR500I-Ag	Apply resilience methodologies in an agriculture context	5	20
CR500I-Fi	Apply resilience methodologies in a fisheries context	5	20

## *Regional Diploma in Resilience Level 5*

CR500I-CM	Apply resilience methodologies in a coastal management context	5	20
CR500I-Fo	Apply resilience methodologies in a forestry context	5	20
CR500I-WR	Apply resilience methodologies in a water resources context	5	20
CR500I-He	Apply resilience methodologies in a health context	5	20
CR500I-EI	Apply resilience methodologies in an energy and infrastructure context	5	20
CR500I-To	Apply resilience methodologies in a tourism context	5	20
CR500I-HS	Apply resilience methodologies in a human settlements context	5	20

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### ***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 Island or Country hosting delivery has national quality and/or registration requirements the provider must comply with the national application processes.

#### ***Version***

This is the first version of the Diploma Level 5 in Resilience. This qualification and the unit standards were endorsed on XXXXX by a representative group of industry and educational specialists. Endorsement was also obtained through wider consultation using virtual methods.

### ***Teacher to Learner Ratio for Qualification Delivery***

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

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

### ***Completion***

Satisfactory completion of all evidence requirements in the learning outcomes of all eight compulsory units standards and of one of the elective unit standards is required for completion of the qualification. Learners must be deemed 100% competent by the assessors during the assessment of the unit standards of this qualification.

### ***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 5 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 5 on the framework, by the Pacific Board for Educational Quality.

### ***Quality Assurance***

#### ***Review of the qualification before the end of its accreditation period.***

Qualifications are accredited for a period of 5 years after which they are to be reviewed. SPC as

custodian of the qualification will initiate the review and ensure its successful completion. Stakeholders who may or may not have been involved in the development and approval may be appointed to be involved in the review. This process is important to ensure that any changes in the industry that may have taken place in the 5 years are considered and if necessary, the content of the qualification is revised to accommodate the changes to ensure the qualifications is still relevant and current.

#### *Review initiated by the industry*

The review of a qualification may also be initiated by the industry. This can happen if a drastic change has taken place in the industry where the content of the course is no longer relevant and needs to be changed. This can happen in very dynamic industries where changes in technology and industry practices are constantly changing. SPC will be approached by industry representatives for the process to be undertaken.

#### *Outcome of the Evaluation of delivery and validation of assessment of a regional qualification*

The evaluation of delivery and validation of assessment of a regional qualification is a process outlined in the 'Toolkit for Delivery of Regional Qualifications'. This is a SPC publication developed specifically for institutions interested in delivering the qualification. Institutions will apply to EQAP for approval to deliver the qualification and once the approval is granted the institution can go ahead and deliver the qualification. A requirement that the institution must comply with is that it should have its internal process for evaluating the delivery of the qualification. Usually the end of course/training evaluation is carried out at the end of the course delivery and the feedback is collated and recorded.

EQAP will appoint external evaluators and validators to verify the processes have been undertaken and to submit a report to EQAP. The report may contain information that can lead to the review of the qualification. This may happen if the report indicates that the content of the course is outdated, is not current and is not aligned to the industry.

#### *Assessors*

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 and Assessment Programme (The Pacific Community)	1	June 2022

**Qualification Developer**

This qualification was developed by the Pacific Community to EQAP.

***Pacific Regional Qualifications Unit***

Educational Quality and Assessment Programme  
(EQAP) Address: 3 Luke Street, Nabua, Suva, Fiji.  
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**Glossary of Terms**

Term	Meaning
CCA	Climate Change Adaptation
Cultural and communication techniques	Cultural and communication techniques will be relevant to the Pacific region and specific Pacific Island country, territory and/or community. The Pacific Island protocols will depend on the relationships of those involved in the communications.
DRR	Disaster Risk Reduction
EQAP	Educational Quality and Assessment Programme
FRDP	Framework for Resilient Development in the Pacific
MEAL	Monitoring, Evaluation, Accountability, and Learning
MEL	Monitoring, Evaluation, and Learning
Multi-criteria analysis	Multi-criteria analysis decides preferences that align to an explicit set of objectives on the basis of multiple criteria that may often conflict or be disproportionate to one another. They assign a weight to each criterion, and rank the available options based on the overall score for each option.
NAP	National Adaptation Plan
OECD	Organisation for Economic Co-operation and Development
OECD Working Papers No. 92	OECD Development Co-operation Working Papers No. 92 – Monitoring, evaluation, and learning for climate risk. Available at <a href="https://www.oecd-ilibrary.org/docserver/58665de0-en.pdf?expires=1616633427&amp;id=id&amp;accname=guest&amp;checksum=FC2251A8EA9AD84596DC3B64C6696341">https://www.oecd-ilibrary.org/docserver/58665de0-en.pdf?expires=1616633427&amp;id=id&amp;accname=guest&amp;checksum=FC2251A8EA9AD84596DC3B64C6696341</a> .
PICT	Pacific Island Country or Territory
PQAF	Pacific Quality Assurance Framework
PQF	Pacific Qualifications Framework
Prioritisation tools	Prioritisation tools are methods of deciding on the preferred course of action among several options for building resilience.
RCC	Recognition of Current Competence
Research methodologies	Research methodologies a range of methodologies commonly used in the field of resilience. They may be classified by research approach (quantitative, qualitative, mixed methods), use specific forms of data collection (such as literature, interviews, questionnaires, etc.). Research methodologies may include but are not limited to methodologies such as grounded theory, numerical modelling, or participatory action research.
RPL	Recognition of Prior Learning
SPC	Pacific Community
Workplace	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.



# **UNIT STANDARDS**

<b>Title</b>	<b>Apply knowledge of multi-criteria analysis for resilience projects</b>				
<b>Code</b>	<b>CR500A</b>	<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>10</b>

<b>Purpose</b>	<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 in-depth theoretical and technical knowledge and skills of conducting a multi-criteria analysis. It is intended for those who need an introductory understanding of the various prioritization tools used in the field of resilience, and to apply a multi-criteria analysis to decide amongst options for improving resilience in a community.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> <li>– demonstrate knowledge of prioritization tools for resilience projects;</li> <li>– demonstrate knowledge of multi-criteria analysis for resilience projects; and</li> <li>– apply knowledge of multi-criteria analysis for resilience projects.</li> </ul>
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<b>Classification</b>	Core
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<b>Quality assurance requirements</b>	<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 <a href="mailto:EQAP@spc.int">EQAP@spc.int</a>.</p>
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## Explanatory notes

- 1 Definitions
 

**Multi-criteria analysis** decides preferences that align to an explicit set of objectives on the basis of multiple criteria that may often conflict or be disproportionate to one another. They assign a weight to each criterion, and rank the available options based on the overall score for each option.

**Prioritisation tools** are methods of deciding on the preferred course of action among several options for building resilience.
- 2 Legislation
 

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

## Outcomes and performance criteria

### Outcome 1

Demonstrate knowledge of prioritisation tools for resilience projects.

Range prioritisation tools include but are not limited to – multi-criteria analysis, cost benefit analysis, cost effectiveness analysis.

#### Performance criteria

- 1.1 Prioritisation tools are identified.
- 1.2 The purpose of prioritising resilience building options is explained.
- 1.3 Prioritisation tools are explained in terms of their methodology.
- 1.4 The strengths and weaknesses of different prioritisation tools are explained and compared.  
Range may include but is not limited to – time and resources required, qualitative and quantitative approaches, economic focus of some prioritisation tools, usefulness for short term outcomes or long term trends, ability to scale prioritisation, capability of tool when data gaps are present.

### Outcome 2

Demonstrate knowledge of multi-criteria analysis for resilience projects.

#### Performance criteria

- 2.1 Different techniques of conducting multi-criteria analyses are explained.  
Range may include but is not limited to – Multi-Attribute Utility Theory (MAUT), Analytical Hierarchy Process (AHP), Outranking Methods; evidence of three techniques required.
- 2.2 The features of a multi-criteria analysis are explained.
- 2.3 The information typically required to conduct a multi-criteria analysis is discussed.
- 2.4 The process to determine criteria for a multi-criteria analysis is explained.

### Outcome 3

Apply knowledge of multi-criteria analysis for resilience projects.

#### Performance criteria

- 3.1 An appropriate multi-criteria analysis technique is determined and selected for an analysis situation.
- 3.2 Information for the multi-criteria analysis is gathered.
- 3.3 Data is analysed in accordance with the multi-criteria technique.
- 3.4 A preferred option is determined based on analysis.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	15/06/2022	N/A

<b>Title</b>	<b>Apply knowledge of national adaptation plan processes in the Pacific</b>				
<b>Code</b>	<b>CR500B</b>	<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>10</b>

<b>Purpose</b>	<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 in-depth theoretical and technical knowledge and skills of the role of national adaptation plans in improving resilience, the process for national adaptation planning, and of analysing national adaptation plan processes in the context of a specific Pacific Island Country or Territory.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> <li>– demonstrate knowledge of national adaptation plan processes; and</li> <li>– apply knowledge of the implementation of national adaptation plan processes in relation to a Pacific Island Country or Territory.</li> </ul>
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<b>Classification</b>	Core
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<b>Quality assurance requirements</b>	<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 <a href="mailto:EQAP@spc.int">EQAP@spc.int</a>.</p>
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## Explanatory notes

- 1 Definitions  
**NAP** – National Adaptation Plan.
- 2 Legislation  
All activities associated with this unit standard must comply with the requirements of relevant national codes of practice, regulations and legislation, and any subsequent amendments.

## Outcomes and performance criteria

### Outcome 1

Demonstrate knowledge of national adaptation plan processes.

#### Performance criteria

- 1.1 The guiding principles, objectives and opportunities offered by a NAP process are explained.
- 1.2 The key features of a NAP process are explained.
- 1.3 The structure of a NAP process is explained.  
Range elements, steps, indicative activities.

### Outcome 2

Apply knowledge of the implementation of national adaptation plan processes in relation to a Pacific Island Country or Territory.

#### Performance criteria

- 2.1 The relevance of a NAP process to a Pacific Island Country or Territory's NAP is analysed.
- 2.2 The progress of a Pacific Island Country or Territory's NAP process is assessed.
- 2.3 The focuses identified by a NAP process are analysed in terms of their relevance for a Pacific Island Country or Territory.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	15/06/2022	N/A

<b>Title</b>	<b>Analyse the integration of sustainability into resilience</b>				
<b>Code</b>	<b>CR500C</b>	<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>10</b>

<b>Purpose</b>	<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 in depth theoretical and technical knowledge and skills of sustainability and how it relates to resilience. It is intended for those who need knowledge of the similarities and differences between sustainability and resilience, and the skills to be able to identify opportunities to integrate sustainability concepts into resilience projects.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> <li>– discuss the link between sustainability and resilience;</li> <li>– discuss the integration of sustainability into resilience; and</li> <li>– analyse the integration of sustainability in resilience projects.</li> </ul>
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<b>Classification</b>	Core
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<b>Quality assurance requirements</b>	<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 <a href="mailto:EQAP@spc.int">EQAP@spc.int</a>.</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

Discuss the link between sustainability and resilience.

#### Performance criteria

- 1.1 The similarities and differences between sustainability and resilience are discussed.  
Range includes but is not limited to – aims, scope.
- 1.2 Challenges of integrating sustainability and resilience are discussed.  
Range challenges may include but are not limited to – governance and framework fragmentation, difference of aims, lack of communication between resilience and sustainability practitioners.

### Outcome 2

Discuss the integration of sustainability into resilience.

#### Performance criteria

- 2.1 Climate change adaptation activities are explained in terms of methods of integrating sustainability.  
Range sustainability includes – economic, social, and environmental sustainability.
- 2.2 Disaster risk reduction activities are explained in terms of methods of integrating sustainability.  
Range sustainability includes – economic, social, and environmental sustainability.

### Outcome 3

Analyse the integration of sustainability in resilience projects.

#### Performance criteria

- 3.1 Disaster risk reduction projects are analysed for opportunities to integrate sustainability.
- 3.2 Climate change adaptation projects are analysed for opportunities to integrate sustainability.
- 3.3 The challenges of integrating sustainability and resilience are analysed in the context of a specific Pacific Island Country or Territory.  
Range challenges may include but are not limited to – governance and framework fragmentation, difference of aims, lack of communication between resilience and sustainability practitioners.

Planned Review Date
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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

<b>Title</b>	<b>Evaluate finance opportunities for resilience</b>				
<b>Code</b>	<b>CR500D</b>	<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>10</b>

<b>Purpose</b>	<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 in-depth theoretical and technical knowledge and skills of what sources of climate and disaster risk reduction finance are available, and the relevance of these to different resilience projects.</p> <p>Persons credited with this unit standard are able to evaluate finance opportunities for resilience.</p>
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<b>Classification</b>	Core
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<b>Quality assurance requirements</b>	<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 <a href="mailto:EQAP@spc.int">EQAP@spc.int</a>.</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

Evaluate finance opportunities for resilience.

#### Performance criteria

- 1.1 Sources of climate and disaster risk reduction finance are identified.  
Range may include but is not limited to – Global Environment Facility (GEF), Green Climate Fund (GCF), Adaptation Fund (AF); evidence of three required.
- 1.2 Sources of climate and disaster risk reduction finance are analysed in terms of their features.  
Range features may include but is not limited to – purpose, focus areas, benefits, challenges, access, contributors.
- 1.3 Climate and disaster risk reduction finance implementing agencies are analysed in terms of their requirements for supporting a project.  
Range includes national and regional implementing agencies.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	15/06/2022	N/A

<b>Title</b>	<b>Analyse and use monitoring, evaluation, and learning in a resilience context</b>				
<b>Code</b>	<b>CR500E</b>	<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>10</b>

<b>Purpose</b>	<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 in depth theoretical and technical knowledge and skills of monitoring, evaluation, and learning in the field of resilience. It is intended for those who need knowledge of MEL and its application to resilience projects.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> <li>– discuss monitoring, evaluation, and learning methodologies for resilience;</li> <li>– analyse the tools available for conducting monitoring, evaluation, and learning for resilience; and</li> <li>– use monitoring, evaluation, and learning tools for a resilience project.</li> </ul>
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<b>Classification</b>	Core
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<b>Quality assurance requirements</b>	<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 <a href="mailto:EQAP@spc.int">EQAP@spc.int</a>.</p>
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## Explanatory notes

- 1 Definitions
 

**FRDP** Framework for Resilient Development in the Pacific.

**OECD Working Papers No. 92** OECD Development Co-operation Working Papers No. 92 – Monitoring, evaluation, and learning for climate risk. Available at <https://www.oecd-ilibrary.org/docserver/58665de0-en.pdf?expires=1616633427&id=id&accname=guest&checksum=FC2251A8EA9AD84596DC3B64C6696341>.

**MEL** – Monitoring, Evaluation, and Learning.
- 2 Legislation
 

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

## Outcomes and performance criteria

### Outcome 1

Discuss monitoring, evaluation, and learning methodologies for resilience.

#### Performance criteria

- 1.1 The key components of monitoring, evaluation, and learning are defined in terms of OECD Working Papers No. 92.
- 1.2 The purpose of using a monitoring, evaluation, and learning process is discussed in terms of desired outcomes.

### Outcome 2

Analyse the tools available for conducting monitoring, evaluation, and learning for resilience.

#### Performance criteria

- 2.1 The monitoring, evaluation, and learning frameworks and toolkits for a Pacific Island Country or Territory are identified.  
Range frameworks and toolkits may include but are not limited to – national, FRDP, and non-government agencies.
- 2.2 The features of the monitoring, evaluation, and learning frameworks and toolkits for a Pacific Island Country or Territory are analysed.  
Range features may include but are not limited to – methodology, required data, availability, applicability to different projects.

### Outcome 3

Use monitoring, evaluation, and learning tools for a resilience project.

#### Performance criteria

- 3.1 The monitoring, evaluation, and learning tool most relevant to a resilience project is identified.
- 3.2 The data required to apply the monitoring, evaluation, and learning tool is determined.
- 3.3 The monitoring, evaluation, and learning tool is used to analyse the resilience project.

Planned Review Date
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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

<b>Title</b>	<b>Promote resilience in a community or organisation</b>				
<b>Code</b>	<b>CR500F</b>	<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>10</b>

<b>Purpose</b>	<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 in-depth theoretical and technical knowledge, skills, and attitudes to pro-actively and naturally discuss resilience with others. It is intended for those who already have extensive communicative skills but who need to be able to foster and encourage a resilience mindset in others through conversation.</p> <p>Persons credited with this unit standard are able to promote resilience in a community or organisation.</p>
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<b>Classification</b>	Core
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<b>Quality assurance requirements</b>	<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 <a href="mailto:EQAP@spc.int">EQAP@spc.int</a>.</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.

**Cultural and communication techniques** will be relevant to the Pacific region and specific Pacific Island country, territory and/or community. The Pacific Island protocols will depend on the relationships of those involved in the communications.
- 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.
- 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

Promote resilience in a community or organisation.

#### Performance criteria

- 1.1 A positive resilience culture is promoted in a community or organisation in line with the organisation's strategic objectives and/or community's priorities.
- 1.2 Appropriate cultural and communication techniques are applied when advocating for resilience in a community or organisation.  
 Range appropriateness of techniques will be influenced by factors such as – customs of the recipient community, nature of the information, intended recipients of the information, severity and the likelihood of risk consequences.
- 1.3 A positive resilience culture is promoted in a community or organisation by advising on resilience.
- 1.4 A positive resilience culture is proactively promoted in a community or organisation by seeking opportunities to network with other people or business units.  
 Range may include but is not limited to – including vulnerable or disenfranchised groups in discussions, liaising with influential individuals on the benefits of resilience, engaging with individuals or business units outside current scope of work.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	15/06/2022	N/A

<b>Title</b>	<b>Examine the relationship between climate change adaptation and disaster risk reduction in a resilience context</b>				
<b>Code</b>	<b>CR500G</b>	<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>30</b>

<b>Purpose</b>	<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 in depth theoretical and technical knowledge and skills of the relationship between climate change adaptation and disaster risk reduction. It is intended for those who need knowledge of the similarities and differences between CCA and DRR, the interaction between them.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> <li>– explain the relationship and synergies between climate change adaptation and disaster risk reduction;</li> <li>– identify pathways to integrate climate change adaptation in disaster risk reduction, and vice versa.</li> </ul>
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<b>Classification</b>	Core
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<b>Quality assurance requirements</b>	<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 <a href="mailto:EQAP@spc.int">EQAP@spc.int</a>.</p>
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## Explanatory notes

- 1 Definitions  
**CCA** – Climate change adaptation.  
**DRR** – Disaster risk reduction.
- 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.

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## Outcomes and performance criteria

### Outcome 1

Explain the relationship and synergies between climate change adaptation and disaster risk reduction.

**Performance criteria**

- 1.1 Climate change adaptation and disaster risk reduction related hazards are explained in terms of the similarities and differences.
- 1.2 The relationship between climate change adaptation and disaster risk reduction in global and regional frameworks are explained.  
Range relationship includes – synergies and differences.
- 1.3 The synergies between climate change adaptation activities and disaster risk reduction activities are explained.
- 1.4 Challenges of integrating climate change adaptation and disaster risk reduction are explained.  
Range challenges may include but are not limited to – governance and framework fragmentation, difference of aims, lack of communication between CCA and DRR practitioners.

**Outcome 2**

Identify pathways to integrate climate change adaptation in disaster risk reduction, and vice versa.

**Performance criteria**

- 2.1 A disaster risk reduction project is examined in terms of its applicability to climate change adaptation project's goals and objectives, and vice versa.
- 2.2 Pathways to better align the disaster risk reduction project with climate change adaptation goals or objectives are formulated, and vice versa.
- 2.3 The challenges of integrating climate change adaptation and disaster risk reduction are analysed in the context of a specific Pacific Island Country or Territory.  
Range challenges may include but are not limited to – governance and framework fragmentation, difference of aims, lack of communication between CCA and DRR practitioners.
- 2.4 Pathways for better integrating climate change adaptation and disaster risk reduction are formulated for the specific Pacific Island Country or Territory.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	15/06/2022	N/A

<b>Title</b>	<b>Examine research methodologies for resilience</b>				
<b>Code</b>	<b>CR500H</b>	<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>10</b>

<b>Purpose</b>	<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 in-depth theoretical and technical knowledge, skills, and attitudes of research and research methodologies as it relates to the field of resilience. It is intended for those who need to be able to understand how to conduct research appropriately.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> <li>– explain concepts of data types used in research;</li> <li>– relate research type to the nature of a desired research project for resilience;</li> <li>– demonstrate knowledge of research methodologies commonly used in the field of resilience; and</li> <li>– draw insight from research information.</li> </ul>
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<b>Classification</b>	Core
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<b>Quality assurance requirements</b>	<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 <a href="mailto:EQAP@spc.int">EQAP@spc.int</a>.</p>
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## Explanatory notes

- 1 Definitions  
**Research methodologies** a range of methodologies commonly used in the field of resilience. They may be classified by research approach (quantitative, qualitative, mixed methods), use specific forms of data collection (such as literature, interviews, questionnaires, etc.). Research methodologies may include but are not limited to methodologies such as grounded theory, numerical modelling, or participatory action research.
- 2 Legislation  
All activities associated with this unit standard must comply with the requirements of relevant national codes of practice, regulations and legislation, and any subsequent amendments.

## Outcomes and performance criteria

### Outcome 1

Explain concepts of data types used in research.

#### Performance criteria

- 1.1 The attributes of qualitative data are explained.  
Range attributes include – definition, types, collection methods, use cases.
- 1.2 The attributes of quantitative data are explained.  
Range attributes include – definition, types, collection methods, use cases.

### Outcome 2

Relate research type to the nature of a desired research project for resilience.

#### Performance criteria

- 2.1 The information required to answer a specific question is identified.
- 2.2 Possible methods of collecting the information are explained.
- 2.3 Possible barriers to gathering required information are explained.
- 2.4 Ethical principles for research are explained in the context of a resilience project.  
Range may include but is not limited to – prior and informed consent, privacy and confidentiality, respect for persons involved, intellectual property use.

### Outcome 3

Demonstrate knowledge of research methodologies commonly used in the field of resilience.

Range how is information gathered, what materials or equipment is needed, how is information analysed, what cultural protocols may need to be addressed, what is a key advantage of this method, what is a common weakness of this method.

#### Performance criteria

- 3.1 Three qualitative methods used in CCA are explained in terms of their process.
- 3.2 Three quantitative methods used in CCA are explained in terms of their process.
- 3.3 Three qualitative methods used in DRR are explained in terms of their process.
- 3.4 Three quantitative methods used in DRR are explained in terms of their process.

### Outcome 4

Draw insight from research information.

#### Performance criteria

- 4.1 Qualitative information collected for a research objective or question is analysed to develop a possible answer to the question.
- 4.2 Quantitative information collected for a research objective or question is analysed to develop a possible answer to the question.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	15/06/2022	N/A

<b>Title</b>	<b>Apply resilience methodologies in an agriculture context</b>				
<b>Code</b>	<b>CR500I-Ag</b>	<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>20</b>

<b>Purpose</b>	<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 in-depth theoretical and technical knowledge and skills of resilience methodologies as they relate to agriculture. It is intended for those who have developed the knowledge and skills in a general context and who now need to be able to apply them to a specific vulnerable sector.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> <li>– apply a multi criteria analysis to a resilience project in an agriculture context;</li> <li>– analyse the integration of sustainability for resilience projects in an agriculture context;</li> <li>– evaluate finance opportunities for resilience projects in an agriculture context;</li> <li>– analyse the monitoring, evaluation, and learning conducted for a resilience project in agriculture and recommend improvements; and</li> <li>– demonstrate knowledge of researching resilience in the field of agriculture.</li> </ul>
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<b>Classification</b>	Elective
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<b>Quality assurance requirements</b>	<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 <a href="mailto:EQAP@spc.int">EQAP@spc.int</a>.</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

Apply a multi-criteria analysis to a resilience project in an agriculture context.

#### Performance criteria

- 1.1 An appropriate multi-criteria analysis technique is determined and selected for an analysis situation.
- 1.2 Information for the multi-criteria analysis technique is gathered.
- 1.3 Data is analysed in accordance with the multi-criteria technique.
- 1.4 A preferred option is determined based on analysis.

### Outcome 2

Analyse the integration of sustainability for resilience projects in an agriculture context.

#### Performance criteria

- 2.1 Disaster risk reduction projects are analysed for opportunities to integrate sustainability.
- 2.2 Climate change adaptation projects are analysed for opportunities to integrate sustainability.
- 2.3 The challenges of integrating sustainability and resilience are analysed in the context of a specific Pacific Island Country or Territory.  
Range challenges may include but are not limited to – governance and framework fragmentation, difference of aims, lack of communication between resilience and sustainability practitioners.

### Outcome 3

Evaluate finance opportunities for resilience projects in an agriculture context.

#### Performance criteria

- 3.1 Sources of climate and disaster risk reduction finance are identified.  
Range evidence of three required.
- 3.2 Sources of climate and disaster risk reduction finance are analysed.  
Range may include but is not limited to – purpose, focus areas, benefits, challenges, access, contributors.
- 3.3 Climate and disaster risk reduction finance implementing agencies are analysed.  
Range includes national and regional implementing agencies.

### Outcome 4

Analyse the monitoring, evaluation, and learning conducted for a resilience project in agriculture and recommend improvements.

#### Performance criteria

- 4.1 The monitoring conducted for a continuing resilience project is analysed.  
Range may include but is not limited to – methods of collection, completeness, relevance of data to the project.
- 4.2 The evaluation conducted for a continuing resilience project is analysed.  
Range may include but is not limited to – relevance of performance indicators, sufficiency of data to draw conclusion.
- 4.3 The evaluation conducted for a completed resilience project is analysed.  
Range may include but is not limited to – immediate achievement of objective, longer term impact for community.
- 4.4 The learning developed from a resilience project is analysed.  
Range may include but is not limited to – areas of success, areas to improve, strength of communication and engagement.

- 4.5 Improvements to the monitoring, evaluation, and learning for a resilience project are recommended.

## Outcome 5

Demonstrate knowledge of researching resilience in the field of agriculture.

### Performance criteria

- 5.1 Data relevant to researching resilience topics in an agriculture context are explained.  
Range data includes quantitative data and qualitative data.
- 5.2 Methodologies of researching resilience in an agriculture context are explained.  
Range how is information gathered, what materials or equipment is needed, what cultural protocols may need to be addressed, what is a key advantage of this method, what is a common weakness of this method.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	15/06/2022	N/A

<b>Title</b>	<b>Apply resilience methodologies in a fisheries context</b>				
<b>Code</b>	<b>CR500I-Fi</b>	<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>20</b>

<b>Purpose</b>	<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 in-depth theoretical and technical knowledge and skills of resilience methodologies as they relate to fisheries. It is intended for those who have developed the knowledge and skills in a general context and who now need to be able to apply them to a specific vulnerable sector.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> <li>– apply a multi criteria analysis to a resilience project in a fisheries context;</li> <li>– analyse the integration of sustainability for resilience projects in a fisheries context;</li> <li>– evaluate finance opportunities for resilience projects in a fisheries context;</li> <li>– analyse the monitoring, evaluation, and learning conducted for a resilience project in fisheries and recommend improvements; and</li> <li>– demonstrate knowledge of researching resilience in the field of fisheries.</li> </ul>
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<b>Classification</b>	Elective
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<b>Quality assurance requirements</b>	<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 <a href="mailto:EQAP@spc.int">EQAP@spc.int</a>.</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

Apply a multi-criteria analysis to a resilience project in a fisheries context.

#### Performance criteria

- 1.1 An appropriate multi-criteria analysis technique is determined and selected for an analysis situation.
- 1.2 Information for the multi-criteria analysis technique is gathered.
- 1.3 Data is analysed in accordance with the multi-criteria technique.
- 1.4 A preferred option is determined based on analysis.

### Outcome 2

Analyse the integration of sustainability for resilience projects in a fisheries context.

#### Performance criteria

- 2.1 Disaster risk reduction projects are analysed for opportunities to integrate sustainability.
- 2.2 Climate change adaptation projects are analysed for opportunities to integrate sustainability.
- 2.3 The challenges of integrating sustainability and resilience are analysed in the context of a specific Pacific Island Country or Territory.  
Range challenges may include but are not limited to – governance and framework fragmentation, difference of aims, lack of communication between resilience and sustainability practitioners.

### Outcome 3

Evaluate finance opportunities for resilience projects in a fisheries context.

#### Performance criteria

- 3.1 Sources of climate and disaster risk reduction finance are identified.  
Range evidence of three required.
- 3.2 Sources of climate and disaster risk reduction finance are analysed.  
Range may include but is not limited to – purpose, focus areas, benefits, challenges, access, contributors.
- 3.3 Climate and disaster risk reduction finance implementing agencies are analysed.  
Range includes national and regional implementing agencies.

### Outcome 4

Analyse the monitoring, evaluation, and learning conducted for a resilience project in fisheries and recommend improvements.

#### Performance criteria

- 4.1 The monitoring conducted for a continuing resilience project is analysed.  
Range may include but is not limited to – methods of collection, completeness, relevance of data to the project.
- 4.2 The evaluation conducted for a continuing resilience project is analysed.  
Range may include but is not limited to – relevance of performance indicators, sufficiency of data to draw conclusion.
- 4.3 The evaluation conducted for a completed resilience project is analysed.  
Range may include but is not limited to – immediate achievement of objective, longer term impact for community.
- 4.4 The learning developed from a resilience project is analysed.  
Range may include but is not limited to – areas of success, areas to improve, strength of communication and engagement.

- 4.5 Improvements to the monitoring, evaluation, and learning for a resilience project are recommended.

## Outcome 5

Demonstrate knowledge of researching resilience in the field of fisheries.

### Performance criteria

- 5.1 Data relevant to researching resilience topics in a fisheries context are explained.  
Range data includes quantitative data and qualitative data.
- 5.2 Methodologies of researching resilience in a fisheries context are explained.  
Range how is information gathered, what materials or equipment is needed, what cultural protocols may need to be addressed, what is a key advantage of this method, what is a common weakness of this method.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	15/06/2022	N/A

<b>Title</b>	<b>Apply resilience methodologies in a coastal management</b>				
<b>Code</b>	<b>CR500I-CM</b>	<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>20</b>

<b>Purpose</b>	<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 in-depth theoretical and technical knowledge and skills of resilience methodologies as they relate to coastal management. It is intended for those who have developed the knowledge and skills in a general context and who now need to be able to apply them to a specific vulnerable sector.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> <li>– apply a multi criteria analysis to a resilience project in a coastal management context;</li> <li>– analyse the integration of sustainability for resilience projects in a coastal management context;</li> <li>– evaluate finance opportunities for resilience projects in a coastal management context;</li> <li>– analyse the monitoring, evaluation, and learning conducted for a resilience project in coastal management and recommend improvements; and</li> <li>– demonstrate knowledge of researching resilience in the field of coastal management.</li> </ul>
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<b>Classification</b>	Elective
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<b>Quality assurance requirements</b>	<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 <a href="mailto:EQAP@spc.int">EQAP@spc.int</a>.</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

Apply a multi-criteria analysis to a resilience project in a coastal management context.

#### Performance criteria

- 1.1 An appropriate multi-criteria analysis technique is determined and selected for an analysis situation.
- 1.2 Information for the multi-criteria analysis technique is gathered.
- 1.3 Data is analysed in accordance with the multi-criteria technique.
- 1.4 A preferred option is determined based on analysis.

### Outcome 2

Analyse the integration of sustainability for resilience projects in a coastal management context.

#### Performance criteria

- 2.1 Disaster risk reduction projects are analysed for opportunities to integrate sustainability.
- 2.2 Climate change adaptation projects are analysed for opportunities to integrate sustainability.
- 2.3 The challenges of integrating sustainability and resilience are analysed in the context of a specific Pacific Island Country or Territory.  
Range challenges may include but are not limited to – governance and framework fragmentation, difference of aims, lack of communication between resilience and sustainability practitioners.

### Outcome 3

Evaluate finance opportunities for resilience projects in a coastal management context.

#### Performance criteria

- 3.1 Sources of climate and disaster risk reduction finance are identified.  
Range evidence of three required.
- 3.2 Sources of climate and disaster risk reduction finance are analysed.  
Range may include but is not limited to – purpose, focus areas, benefits, challenges, access, contributors.
- 3.3 Climate and disaster risk reduction finance implementing agencies are analysed.  
Range includes national and regional implementing agencies.

### Outcome 4

Analyse the monitoring, evaluation, and learning conducted for a resilience project in coastal management and recommend improvements.

#### Performance criteria

- 4.1 The monitoring conducted for a continuing resilience project is analysed.  
Range may include but is not limited to – methods of collection, completeness, relevance of data to the project.
- 4.2 The evaluation conducted for a continuing resilience project is analysed.  
Range may include but is not limited to – relevance of performance indicators, sufficiency of data to draw conclusion.
- 4.3 The evaluation conducted for a completed resilience project is analysed.  
Range may include but is not limited to – immediate achievement of objective, longer term impact for community.
- 4.4 The learning developed from a resilience project is analysed.  
Range may include but is not limited to – areas of success, areas to improve, strength of communication and engagement.

- 4.5 Improvements to the monitoring, evaluation, and learning for a resilience project are recommended.

## Outcome 5

Demonstrate knowledge of researching resilience in the field of coastal management.

### Performance criteria

- 5.1 Data relevant to researching resilience topics in a coastal management context are explained.  
Range data includes quantitative data and qualitative data.
- 5.2 Methodologies of researching resilience in a coastal management context are explained.  
Range how is information gathered, what materials or equipment is needed, what cultural protocols may need to be addressed, what is a key advantage of this method, what is a common weakness of this method.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	15/06/2022	N/A



<b>Title</b>	<b>Apply resilience methodologies in a forestry context</b>				
<b>Code</b>	<b>CR500I-Fo</b>	<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>20</b>

<b>Purpose</b>	<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 in-depth theoretical and technical knowledge and skills of resilience methodologies as they relate to forestry. It is intended for those who have developed the knowledge and skills in a general context and who now need to be able to apply them to a specific vulnerable sector.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> <li>– apply a multi criteria analysis to a resilience project in a forestry context;</li> <li>– analyse the integration of sustainability for resilience projects in a forestry context;</li> <li>– evaluate finance opportunities for resilience projects in a forestry context;</li> <li>– analyse the monitoring, evaluation, and learning conducted for a resilience project in forestry and recommend improvements; and</li> <li>– demonstrate knowledge of researching resilience in the field of forestry.</li> </ul>
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<b>Classification</b>	Elective
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<b>Quality assurance requirements</b>	<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 <a href="mailto:EQAP@spc.int">EQAP@spc.int</a>.</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

Apply a multi-criteria analysis to a resilience project in a forestry context.

#### Performance criteria

- 1.1 An appropriate multi-criteria analysis technique is determined and selected for an analysis situation.
- 1.2 Information for the multi-criteria analysis technique is gathered.
- 1.3 Data is analysed in accordance with the multi-criteria technique.
- 1.4 A preferred option is determined based on analysis.

### Outcome 2

Analyse the integration of sustainability for resilience projects in a forestry context.

#### Performance criteria

- 2.1 Disaster risk reduction projects are analysed for opportunities to integrate sustainability.
- 2.2 Climate change adaptation projects are analysed for opportunities to integrate sustainability.
- 2.3 The challenges of integrating sustainability and resilience are analysed in the context of a specific Pacific Island Country or Territory.  
Range challenges may include but are not limited to – governance and framework fragmentation, difference of aims, lack of communication between resilience and sustainability practitioners.

### Outcome 3

Evaluate finance opportunities for resilience projects in a forestry context.

#### Performance criteria

- 3.1 Sources of climate and disaster risk reduction finance are identified.  
Range evidence of three required.
- 3.2 Sources of climate and disaster risk reduction finance are analysed.  
Range may include but is not limited to – purpose, focus areas, benefits, challenges, access, contributors.
- 3.3 Climate and disaster risk reduction finance implementing agencies are analysed.  
Range includes national and regional implementing agencies.

### Outcome 4

Analyse the monitoring, evaluation, and learning conducted for a resilience project in forestry and recommend improvements.

#### Performance criteria

- 4.1 The monitoring conducted for a continuing resilience project is analysed.  
Range may include but is not limited to – methods of collection, completeness, relevance of data to the project.
- 4.2 The evaluation conducted for a continuing resilience project is analysed.  
Range may include but is not limited to – relevance of performance indicators, sufficiency of data to draw conclusion.
- 4.3 The evaluation conducted for a completed resilience project is analysed.  
Range may include but is not limited to – immediate achievement of objective, longer term impact for community.
- 4.4 The learning developed from a resilience project is analysed.  
Range may include but is not limited to – areas of success, areas to improve, strength of communication and engagement.

- 4.5 Improvements to the monitoring, evaluation, and learning for a resilience project are recommended.

## Outcome 5

Demonstrate knowledge of researching resilience in the field of forestry.

### Performance criteria

- 5.1 Data relevant to researching resilience topics in a forestry context are explained.  
Range data includes quantitative data and qualitative data.
- 5.2 Methodologies of researching resilience in a forestry context are explained.  
Range how is information gathered, what materials or equipment is needed, what cultural protocols may need to be addressed, what is a key advantage of this method, what is a common weakness of this method.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	15/06/2022	N/A

<b>Title</b>	<b>Apply resilience methodologies in a water resources context</b>				
<b>Code</b>	<b>CR500I-WR</b>	<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>20</b>

<b>Purpose</b>	<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 in-depth theoretical and technical knowledge and skills of resilience methodologies as they relate to water resources. It is intended for those who have developed the knowledge and skills in a general context and who now need to be able to apply them to a specific vulnerable sector.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> <li>– apply a multi criteria analysis to a resilience project in a water resources context;</li> <li>– analyse the integration of sustainability for resilience projects in a water resources context;</li> <li>– evaluate finance opportunities for resilience projects in a water resources context;</li> <li>– analyse the monitoring, evaluation, and learning conducted for a resilience project in water resources and recommend improvements; and</li> <li>– demonstrate knowledge of researching resilience in the field of water resources.</li> </ul>
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<b>Classification</b>	Elective
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<b>Quality assurance requirements</b>	<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 <a href="mailto:EQAP@spc.int">EQAP@spc.int</a>.</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

Apply a multi-criteria analysis to a resilience project in a water resources context.

#### Performance criteria

- 1.1 An appropriate multi-criteria analysis technique is determined and selected for an analysis situation.
- 1.2 Information for the multi-criteria analysis technique is gathered.
- 1.3 Data is analysed in accordance with the multi-criteria technique.
- 1.4 A preferred option is determined based on analysis.

### Outcome 2

Analyse the integration of sustainability for resilience projects in a water resources context.

#### Performance criteria

- 2.1 Disaster risk reduction projects are analysed for opportunities to integrate sustainability.
- 2.2 Climate change adaptation projects are analysed for opportunities to integrate sustainability.
- 2.3 The challenges of integrating sustainability and resilience are analysed in the context of a specific Pacific Island Country or Territory.  
Range challenges may include but are not limited to – governance and framework fragmentation, difference of aims, lack of communication between resilience and sustainability practitioners.

### Outcome 3

Evaluate finance opportunities for resilience projects in a water resources context.

#### Performance criteria

- 3.1 Sources of climate and disaster risk reduction finance are identified.  
Range evidence of three required.
- 3.2 Sources of climate and disaster risk reduction finance are analysed.  
Range may include but is not limited to – purpose, focus areas, benefits, challenges, access, contributors.
- 3.3 Climate and disaster risk reduction finance implementing agencies are analysed.  
Range includes national and regional implementing agencies.

### Outcome 4

Analyse the monitoring, evaluation, and learning conducted for a resilience project in water resources and recommend improvements.

#### Performance criteria

- 4.1 The monitoring conducted for a continuing resilience project is analysed.  
Range may include but is not limited to – methods of collection, completeness, relevance of data to the project.
- 4.2 The evaluation conducted for a continuing resilience project is analysed.  
Range may include but is not limited to – relevance of performance indicators, sufficiency of data to draw conclusion.
- 4.3 The evaluation conducted for a completed resilience project is analysed.  
Range may include but is not limited to – immediate achievement of objective, longer term impact for community.
- 4.4 The learning developed from a resilience project is analysed.  
Range may include but is not limited to – areas of success, areas to improve, strength of communication and engagement.

- 4.5 Improvements to the monitoring, evaluation, and learning for a resilience project are recommended.

## Outcome 5

Demonstrate knowledge of researching resilience in the field of water resources.

### Performance criteria

- 5.1 Data relevant to researching resilience topics in a water resources context are explained.  
Range data includes quantitative data and qualitative data.
- 5.2 Methodologies of researching resilience in a water resources context are explained.  
Range how is information gathered, what materials or equipment is needed, what cultural protocols may need to be addressed, what is a key advantage of this method, what is a common weakness of this method.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	15/06/2022	N/A

<b>Title</b>	<b>Apply resilience methodologies in a health context</b>				
<b>Code</b>	<b>CR500I-He</b>	<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>20</b>

<b>Purpose</b>	<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 in-depth theoretical and technical knowledge and skills of resilience methodologies as they relate to health. It is intended for those who have developed the knowledge and skills in a general context and who now need to be able to apply them to a specific vulnerable sector.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> <li>– apply a multi criteria analysis to a resilience project in a health context;</li> <li>– analyse the integration of sustainability for resilience projects in a health context;</li> <li>– evaluate finance opportunities for resilience projects in a health context;</li> <li>– analyse the monitoring, evaluation, and learning conducted for a resilience project in health and recommend improvements; and</li> <li>– demonstrate knowledge of researching resilience in the field of health.</li> </ul>
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<b>Classification</b>	Elective
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<b>Quality assurance requirements</b>	<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 <a href="mailto:EQAP@spc.int">EQAP@spc.int</a>.</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

Apply a multi-criteria analysis to a resilience project in a health context.

#### Performance criteria

- 1.1 An appropriate multi-criteria analysis technique is determined and selected for an analysis situation.
- 1.2 Information for the multi-criteria analysis technique is gathered.
- 1.3 Data is analysed in accordance with the multi-criteria technique.
- 1.4 A preferred option is determined based on analysis.

### Outcome 2

Analyse the integration of sustainability for resilience projects in a health context.

#### Performance criteria

- 2.1 Disaster risk reduction projects are analysed for opportunities to integrate sustainability.
- 2.2 Climate change adaptation projects are analysed for opportunities to integrate sustainability.
- 2.3 The challenges of integrating sustainability and resilience are analysed in the context of a specific Pacific Island Country or Territory.  
Range challenges may include but are not limited to – governance and framework fragmentation, difference of aims, lack of communication between resilience and sustainability practitioners.

### Outcome 3

Evaluate finance opportunities for resilience projects in a health context.

#### Performance criteria

- 3.1 Sources of climate and disaster risk reduction finance are identified.  
Range evidence of three required.
- 3.2 Sources of climate and disaster risk reduction finance are analysed.  
Range may include but is not limited to – purpose, focus areas, benefits, challenges, access, contributors.
- 3.3 Climate and disaster risk reduction finance implementing agencies are analysed.  
Range includes national and regional implementing agencies.

### Outcome 4

Analyse the monitoring, evaluation, and learning conducted for a resilience project in health and recommend improvements.

#### Performance criteria

- 4.1 The monitoring conducted for a continuing resilience project is analysed.  
Range may include but is not limited to – methods of collection, completeness, relevance of data to the project.
- 4.2 The evaluation conducted for a continuing resilience project is analysed.  
Range may include but is not limited to – relevance of performance indicators, sufficiency of data to draw conclusion.
- 4.3 The evaluation conducted for a completed resilience project is analysed.  
Range may include but is not limited to – immediate achievement of objective, longer term impact for community.
- 4.4 The learning developed from a resilience project is analysed.  
Range may include but is not limited to – areas of success, areas to improve, strength of communication and engagement.



- 4.5 Improvements to the monitoring, evaluation, and learning for a resilience project are recommended.

### Outcome 5

Demonstrate knowledge of researching resilience in the field of health.

#### Performance criteria

- 5.1 Data relevant to researching resilience topics in a health context are explained.  
Range data includes quantitative data and qualitative data.
- 5.2 Methodologies of researching resilience in a health context are explained.  
Range how is information gathered, what materials or equipment is needed, what cultural protocols may need to be addressed, what is a key advantage of this method, what is a common weakness of this method.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	15/06/2022	N/A

<b>Title</b>	<b>Apply resilience methodologies in an energy and infrastructure context</b>				
<b>Code</b>	<b>CR500I-EI</b>	<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>20</b>

<b>Purpose</b>	<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 in-depth theoretical and technical knowledge and skills of resilience methodologies as they relate to energy and infrastructure. It is intended for those who have developed the knowledge and skills in a general context and who now need to be able to apply them to a specific vulnerable sector.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> <li>– apply a multi criteria analysis to a resilience project in an energy and infrastructure context;</li> <li>– analyse the integration of sustainability for resilience projects in an energy and infrastructure context;</li> <li>– evaluate finance opportunities for resilience projects in an energy and infrastructure context;</li> <li>– analyse the monitoring, evaluation, and learning conducted for a resilience project in energy and infrastructure and recommend improvements; and</li> <li>– demonstrate knowledge of researching resilience in the field of energy and infrastructure.</li> </ul>
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<b>Classification</b>	Elective
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<b>Quality assurance requirements</b>	<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 <a href="mailto:EQAP@spc.int">EQAP@spc.int</a>.</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

Apply a multi-criteria analysis to a resilience project in an energy and infrastructure context.

#### Performance criteria

- 1.1 An appropriate multi-criteria analysis technique is determined and selected for an analysis situation.
- 1.2 Information for the multi-criteria analysis technique is gathered.
- 1.3 Data is analysed in accordance with the multi-criteria technique.
- 1.4 A preferred option is determined based on analysis.

### Outcome 2

Analyse the integration of sustainability for resilience projects in an energy and infrastructure context.

#### Performance criteria

- 2.1 Disaster risk reduction projects are analysed for opportunities to integrate sustainability.
- 2.2 Climate change adaptation projects are analysed for opportunities to integrate sustainability.
- 2.3 The challenges of integrating sustainability and resilience are analysed in the context of a specific Pacific Island Country or Territory.  
Range challenges may include but are not limited to – governance and framework fragmentation, difference of aims, lack of communication between resilience and sustainability practitioners.

### Outcome 3

Evaluate finance opportunities for resilience projects in an energy and infrastructure context.

#### Performance criteria

- 3.1 Sources of climate and disaster risk reduction finance are identified.  
Range evidence of three required.
- 3.2 Sources of climate and disaster risk reduction finance are analysed.  
Range may include but is not limited to – purpose, focus areas, benefits, challenges, access, contributors.
- 3.3 Climate and disaster risk reduction finance implementing agencies are analysed.  
Range includes national and regional implementing agencies.

### Outcome 4

Analyse the monitoring, evaluation, and learning conducted for a resilience project in energy and infrastructure and recommend improvements.

#### Performance criteria

- 4.1 The monitoring conducted for a continuing resilience project is analysed.  
Range may include but is not limited to – methods of collection, completeness, relevance of data to the project.
- 4.2 The evaluation conducted for a continuing resilience project is analysed.  
Range may include but is not limited to – relevance of performance indicators, sufficiency of data to draw conclusion.
- 4.3 The evaluation conducted for a completed resilience project is analysed.  
Range may include but is not limited to – immediate achievement of objective, longer term impact for community.
- 4.4 The learning developed from a resilience project is analysed.  
Range may include but is not limited to – areas of success, areas to improve,

strength of communication and engagement.

- 4.5 Improvements to the monitoring, evaluation, and learning for a resilience project are recommended.

## Outcome 5

Demonstrate knowledge of researching resilience in the field of energy and infrastructure.

### Performance criteria

- 5.1 Data relevant to researching resilience topics in an energy and infrastructure context are explained.  
Range data includes quantitative data and qualitative data.
- 5.2 Methodologies of researching resilience in an energy and infrastructure context are explained.  
Range how is information gathered, what materials or equipment is needed, what cultural protocols may need to be addressed, what is a key advantage of this method, what is a common weakness of this method.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	15/06/2022	N/A

<b>Title</b>	<b>Apply resilience methodologies in a tourism context</b>				
<b>Code</b>	<b>CR500I-To</b>	<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>20</b>

<b>Purpose</b>	<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 in-depth theoretical and technical knowledge and skills of resilience methodologies as they relate to tourism. It is intended for those who have developed the knowledge and skills in a general context and who now need to be able to apply them to a specific vulnerable sector.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> <li>– apply a multi criteria analysis to a resilience project in a tourism context;</li> <li>– analyse the integration of sustainability for resilience projects in a tourism context;</li> <li>– evaluate finance opportunities for resilience projects in a tourism context;</li> <li>– analyse the monitoring, evaluation, and learning conducted for a resilience project in tourism and recommend improvements; and</li> <li>– demonstrate knowledge of researching resilience in the field of tourism.</li> </ul>
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<b>Classification</b>	Elective
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<b>Quality assurance requirements</b>	<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 <a href="mailto:EQAP@spc.int">EQAP@spc.int</a>.</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

Apply a multi-criteria analysis to a resilience project in a tourism context.

#### Performance criteria

- 1.1 An appropriate multi-criteria analysis technique is determined and selected for an analysis situation.
- 1.2 Information for the multi-criteria analysis technique is gathered.
- 1.3 Data is analysed in accordance with the multi-criteria technique.
- 1.4 A preferred option is determined based on analysis.

### Outcome 2

Analyse the integration of sustainability for resilience projects in a tourism context.

#### Performance criteria

- 2.1 Disaster risk reduction projects are analysed for opportunities to integrate sustainability.
- 2.2 Climate change adaptation projects are analysed for opportunities to integrate sustainability.
- 2.3 The challenges of integrating sustainability and resilience are analysed in the context of a specific Pacific Island Country or Territory.  
Range challenges may include but are not limited to – governance and framework fragmentation, difference of aims, lack of communication between resilience and sustainability practitioners.

### Outcome 3

Evaluate finance opportunities for resilience projects in a tourism context.

#### Performance criteria

- 3.1 Sources of climate and disaster risk reduction finance are identified.  
Range evidence of three required.
- 3.2 Sources of climate and disaster risk reduction finance are analysed.  
Range may include but is not limited to – purpose, focus areas, benefits, challenges, access, contributors.
- 3.3 Climate and disaster risk reduction finance implementing agencies are analysed.  
Range includes national and regional implementing agencies.

### Outcome 4

Analyse the monitoring, evaluation, and learning conducted for a resilience project in tourism and recommend improvements.

#### Performance criteria

- 4.1 The monitoring conducted for a continuing resilience project is analysed.  
Range may include but is not limited to – methods of collection, completeness, relevance of data to the project.
- 4.2 The evaluation conducted for a continuing resilience project is analysed.  
Range may include but is not limited to – relevance of performance indicators, sufficiency of data to draw conclusion.
- 4.3 The evaluation conducted for a completed resilience project is analysed.  
Range may include but is not limited to – immediate achievement of objective, longer term impact for community.
- 4.4 The learning developed from a resilience project is analysed.  
Range may include but is not limited to – areas of success, areas to improve, strength of communication and engagement.

- 4.5 Improvements to the monitoring, evaluation, and learning for a resilience project are recommended.

### Outcome 5

Demonstrate knowledge of researching resilience in the field of tourism.

#### Performance criteria

- 5.1 Data relevant to researching resilience topics in a tourism context are explained.  
Range data includes quantitative data and qualitative data.
- 5.2 Methodologies of researching resilience in a tourism context are explained.  
Range how is information gathered, what materials or equipment is needed, what cultural protocols may need to be addressed, what is a key advantage of this method, what is a common weakness of this method.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	15/06/2022	N/A

<b>Title</b>	<b>Apply resilience methodologies in a human settlements context</b>				
<b>Code</b>	<b>CR500I-HS</b>	<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>20</b>

<b>Purpose</b>	<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 in-depth theoretical and technical knowledge and skills of resilience methodologies as they relate to human settlements. It is intended for those who have developed the knowledge and skills in a general context and who now need to be able to apply them to a specific vulnerable sector.</p> <p>Persons credited with this unit standard are able to:</p> <ul style="list-style-type: none"> <li>– apply a multi criteria analysis to a resilience project in a human settlements context;</li> <li>– analyse the integration of sustainability for resilience projects in a human settlements context;</li> <li>– evaluate finance opportunities for resilience projects in a human settlements context;</li> <li>– analyse the monitoring, evaluation, and learning conducted for a resilience project in human settlements and recommend improvements; and</li> <li>– demonstrate knowledge of researching resilience in the field of human settlements.</li> </ul>
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<b>Classification</b>	Elective
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<b>Quality assurance requirements</b>	<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 <a href="mailto:EQAP@spc.int">EQAP@spc.int</a>.</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

Apply a multi-criteria analysis to a resilience project in a human settlements context.

#### Performance criteria

- 1.1 An appropriate multi-criteria analysis technique is determined and selected for an analysis situation.
- 1.2 Information for the multi-criteria analysis technique is gathered.
- 1.3 Data is analysed in accordance with the multi-criteria technique.
- 1.4 A preferred option is determined based on analysis.

### Outcome 2

Analyse the integration of sustainability for resilience projects in a human settlements context.

#### Performance criteria

- 2.1 Disaster risk reduction projects are analysed for opportunities to integrate sustainability.
- 2.2 Climate change adaptation projects are analysed for opportunities to integrate sustainability.
- 2.3 The challenges of integrating sustainability and resilience are analysed in the context of a specific Pacific Island Country or Territory.  
Range challenges may include but are not limited to – governance and framework fragmentation, difference of aims, lack of communication between resilience and sustainability practitioners.

### Outcome 3

Evaluate finance opportunities for resilience projects in a human settlements context.

#### Performance criteria

- 3.1 Sources of climate and disaster risk reduction finance are identified.  
Range evidence of three required.
- 3.2 Sources of climate and disaster risk reduction finance are analysed.  
Range may include but is not limited to – purpose, focus areas, benefits, challenges, access, contributors.
- 3.3 Climate and disaster risk reduction finance implementing agencies are analysed.  
Range includes national and regional implementing agencies.

### Outcome 4

Analyse the monitoring, evaluation, and learning conducted for a resilience project in human settlements and recommend improvements.

#### Performance criteria

- 4.1 The monitoring conducted for a continuing resilience project is analysed.  
Range may include but is not limited to – methods of collection, completeness, relevance of data to the project.
- 4.2 The evaluation conducted for a continuing resilience project is analysed.  
Range may include but is not limited to – relevance of performance indicators, sufficiency of data to draw conclusion.
- 4.3 The evaluation conducted for a completed resilience project is analysed.  
Range may include but is not limited to – immediate achievement of objective, longer term impact for community.
- 4.4 The learning developed from a resilience project is analysed.  
Range may include but is not limited to – areas of success, areas to improve, strength of communication and engagement.

- 4.5 Improvements to the monitoring, evaluation, and learning for a resilience project are recommended.

## Outcome 5

Demonstrate knowledge of researching resilience in the field of human settlements.

### Performance criteria

- 5.1 Data relevant to researching resilience topics in a human settlements context are explained.  
Range data includes quantitative data and qualitative data.
- 5.2 Methodologies of researching resilience in a human settlements context are explained.  
Range how is information gathered, what materials or equipment is needed, what cultural protocols may need to be addressed, what is a key advantage of this method, what is a common weakness of this method.

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 Diploma 5 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 Diploma 5 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:

- 5.1 Climate Change Adaptation and Disaster Risk Reduction
- 5.2 National Adaptation Plan Processes and Sustainability
- 5.3 Research and Analysis
- 5.4 Promoting Resilience
- 5.5 Finance Sources and MEL

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.

## SPECIALISATION

The Regional Diploma in Resilience Level 5 is a stranded qualification. This means trainees will graduate with competence in one of nine vulnerable sectors. The strands included in the Diploma at Level 5 are:

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

These assessor guides have been designed to integrate the stranded aspects of the qualification. The following statement will appear in the judgement statement for sub-tasks where specialisation is required:

### Judgement statement

*The minimum level of the trainee's performance required*

- Trainee's skills and knowledge are demonstrated in the context of their chosen strand.

This means the evidence produced by the trainee must be contextualised to the vulnerable sector they are specialising in. Education providers and assessors will need to ensure that trainees supply evidence for the same vulnerable sector as they progress through the programme.

## ORDER OF ASSESSMENT

These tasks have been structured to be delivered in order, starting with Task 5.1 and ending with Task 5.5.

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.

## 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](mailto:EQAP@spc.int).

## COMPLETION

Completion of Tasks 5.1 – 5.5 will result in a trainee having demonstrated competence at the level required of the Regional Diploma 5 in Resilience.

# TASK 5.1

## CLIMATE CHANGE ADAPTATION AND DISASTER RISK REDUCTION

This is the assessor guide for Task 5.1 *Climate Change Adaptation and Disaster Risk Reduction*.

This guide contains the assessment tasks to assist the assessor in making fair, valid and consistent decisions. This Task focuses on trainees demonstrating technical knowledge of climate change adaptation and disaster risk reduction, and the opportunities to integrating the two disciplines. 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"> <li>• Explain the relationship and synergies between climate change adaptation and disaster risk reduction.</li> <li>• Identify pathways to integrate climate change adaptation in disaster risk reduction, and vice versa.</li> </ul>	<p>This Task contributes to:</p> <p><b>CR500G</b> Examine the relationship between climate change adaptation and disaster risk reduction in a resilience context (30cr)</p>

## SUB-TASKS

Task 5.1 is divided into three sub-tasks:

- CCA and DRR Synergies
- Synergising CCA and DRR Projects
- Synergising CCA and DRR in a PICT

# CCA AND DRR SYNERGIES

*Explain the relationship and synergies between climate change adaptation and disaster risk reduction.*

**US CR500G 1.1, 1.2, 1.3, 1.4**

## Skills/knowledge to be demonstrated

## Evidence requirement

*The trainee demonstrates the following:*

- Explains the similarities and differences between hazards for CCA and DRR.
- Explains synergies between CCA and DRR frameworks.
- Explains differences between CCA and DRR frameworks at a global and regional level.
- Explains synergies between CCA and DRR activities.
- Explains the challenges of integrating CCA and DRR.<sup>1</sup>

*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 the synergies between CCA and DRR frameworks with reference to both global and regional frameworks.
- All trainee's explanations are relevant to resilience in the Pacific context.

## Guidance

<sup>1</sup> **Challenges of integrating CCA and DRR** may include but are not limited to – governance and framework fragmentation, difference of aims, lack of communication between CCA and DRR practitioners.

# SYNERGISING CCA AND DRR PROJECTS

*Identify pathways to integrate climate change adaptation and disaster risk reduction projects.*

**US CR500G 2.1, 2.2**

## Skills/knowledge to be demonstrated

## Evidence requirement

*The trainee demonstrates the following for a disaster risk reduction project:*

- Examines the project in terms of its applicability to climate change adaptation project's goals and objectives.
- Formulates pathways to better align the project with climate change adaptation goals or objectives.

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

### **Must include:**

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

*The trainee demonstrates the following for a climate change adaptation project:*

- Examines the project in terms of its applicability to disaster risk reduction project's goals and objectives.
- Formulates pathways to better align the project with disaster risk reduction goals or objectives.

## Judgement statement

*The minimum level of the trainee's performance required*

- Trainee examines at least one project for the Pacific Island Country or Territory in which they are based.



# SYNERGISING CCA AND DRR IN A PICT

*Identify pathways to integrate climate change adaptation with disaster risk reduction for a PICT, and vice versa.*

US CR500G 2.3, 2.4

## Skills/knowledge to be demonstrated

## Evidence requirement

*The trainee demonstrates the following:*

- Analyses the challenges of integrating climate change adaptation and disaster risk reduction in the context of a specific Pacific Island Country or Territory.<sup>2</sup>
- Formulates pathways for better integrating climate change adaptation and disaster risk reduction for the 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, Report, Oral questioning.

## Judgement statement

*The minimum level of the trainee's performance required*

- Trainee analyses at least three challenges of integrating climate change adaptation and disaster risk reduction.
- Trainee formulates at least three pathways for better integrating climate change adaptation and disaster risk reduction.

## Guidance

- <sup>2</sup> **Challenges of integrating CCA and DRR** may include but are not limited to – challenges may include but are not limited to – governance and framework fragmentation, difference of aims, lack of communication between CCA and DRR practitioners.

# TASK 5.2

## SUSTAINABILITY AND NATIONAL ADAPATATION PLAN PROCESSES

This is the assessor guide for Task 5.2 *Sustainability and National Adaptation Plan Processes*.

This guide contains the assessment tasks to assist the assessor in making fair, valid and consistent decisions. This Task focuses on trainee's knowledge of sustainability principles and national adaptation plan processes and how these link to the field of resilience. 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"> <li>• Demonstrate knowledge of national adaptation plan processes.</li> <li>• Apply knowledge of national adaptation plan processes in relation to a Pacific Island Country or Territory.</li> <li>• Discuss the link between sustainability and resilience.</li> <li>• Discuss the integration of sustainability into resilience.</li> <li>• Analyse the integration of sustainability in resilience projects.</li> <li>• Analyse the integration of sustainability for resilience projects in a vulnerable sector.</li> </ul>	<p>This Task contributes to:</p> <p><b>CR500B</b> Apply knowledge of national adaptation plan processes in the Pacific (10cr)</p> <p><b>CR500C</b> Analyse the integration of sustainability into resilience (10cr)</p> <p><b>CR500I-XX</b> Apply resilience methodologies in the context of a vulnerable sector (20cr) <i>(partial)</i></p>

## SUB-TASKS

Task 5.2 is divided into three sub-tasks:

- National Adaptation Plan Processes
- Sustainability and Resilience Links
- Sustainability in Resilience Projects

# NATIONAL ADAPTATION PLAN PROCESSES

*Demonstrate and apply knowledge of national adaptation plan processes.*

**US CR500B** 1.1, 1.2, 1.3, 2.1, 2.2, 2.3

## Skills/knowledge to be demonstrated

## Evidence requirement

*The trainee demonstrates the following:*

- Explains the guiding principles, objectives and opportunities offered by a NAP process are explained.
- Explains the key features of a NAP process.
- Explains the structure of a NAP process.

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

### Must include:

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

*The trainee demonstrates the following for a PICT:*

- Analyses the relevance of a NAP process to a Pacific Island Country or Territory's NAP.
- Assesses the progress of a Pacific Island Country or Territory's NAP process.
- Analyses the focuses identified by a NAP process in terms of their relevance for a Pacific Island Country or Territory.

## Judgement statement

*The minimum level of the trainee's performance required*

- Trainee's descriptions of the structure of a NAP includes the elements, steps, and indicative activities of a NAP process.

# SUSTAINABILITY AND RESILIENCE LINKS

Discuss the links between and integration of sustainability and resilience.

US CR500C 1.1, 1.2, 2.1, 2.2

## Skills/knowledge to be demonstrated

## Evidence requirement

*The trainee demonstrates the following:*

- Discusses the similarities and differences between sustainability and resilience.
- Discusses the challenges of integrating sustainability and resilience.<sup>1</sup>
- Explains methods of integrating sustainability into climate change adaptation activities.
- Explains methods of integrating sustainability into disaster risk reduction activities.

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

### Must include:

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

## Judgement statement

*The minimum level of the trainee's performance required*

- Trainee discusses the similarities and differences between the aims and scope of sustainability and resilience.
- Trainee discusses at least **two** challenges of integrating sustainability and resilience.
- Trainee explains methods of integrating **three** types of sustainability, which include economic, social, and environmental sustainability.

## Guidance

<sup>1</sup> **Challenges** may include but are not limited to – governance and framework fragmentation, difference of aims, lack of communication between resilience and sustainability practitioners.

# SUSTAINABILITY IN RESILIENCE PROJECTS

Analyse the integration of sustainability in resilience projects.

US CR500C 3.1, 3.2, 3.3  
US CR500I-XX 2.1, 2.2, 2.3

## Skills/knowledge to be demonstrated

## Evidence requirement

*The trainee demonstrates the following in the context of their **chosen strand**:*

- Analyses a disaster risk reduction project for opportunities to integrate sustainability.
- Analyses a climate change adaptation project for opportunities to integrate sustainability.
- Analyses the challenges of integrating sustainability and resilience in the context of a specific Pacific Island Country or Territory.<sup>2</sup>

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

### Must include:

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

## Judgement statement

*The minimum level of the trainee's performance required*

- Trainee's skills and knowledge are demonstrated in the context of their chosen strand.
- Trainee provides at least **three** opportunities to integrate sustainability in each project.
- Trainee provides at least **two** challenges of integrating sustainability and resilience in the context of a Pacific Island Country or Territory.

## Guidance

<sup>2</sup> **Challenges** may include but are not limited to – governance and framework fragmentation, difference of aims, lack of communication between resilience and sustainability practitioners.

# TASK 5.3

## RESEARCH AND ANALYSIS

This is the assessor guide for Task 5.3 *Research and Analysis*.

This guide contains the assessment tasks to assist the assessor in making fair, valid and consistent decisions. This Task focuses on assessing trainee's skills in research and analysis. This includes the tools and knowledge available for research and analysis activities and also requires trainees to show they can draw insight from research information and perform a multi-criteria analysis. 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:

- Demonstrate knowledge of prioritisation tools for resilience projects.
- Demonstrate knowledge of multi-criteria analysis for resilience projects.
- Apply knowledge of multi-criteria analysis for resilience projects.
- Explain concepts of data types used in research.
- Relate research type to the nature of a desired research project for resilience.
- Demonstrate knowledge of research methodologies commonly used in the field of resilience.
- Draw insight from research information.
- Apply a multi-criteria analysis to a resilience project in the context of a vulnerable sector.
- Demonstrate knowledge of researching resilience in a vulnerable sector.

This Task contributes to:

**CR500A** Apply knowledge of multi-criteria analysis for resilience projects (10cr)

**CR500H** Examine research methodologies for resilience (10cr)

**CR500I-XX** Apply resilience methodologies in the context of a vulnerable sector (20cr) *(partial)*

## SUB-TASKS

Task 5.3 is divided into four sub-tasks:

- Prioritisation Tool Concepts
- Multi-Criteria Analysis
- Research Concepts
- Research

## DEFINITIONS

**Multi-criteria analysis** decides preferences that align to an explicit set of objectives on the basis of multiple criteria that may often conflict or be disproportionate to one another. They assign a weight to each criterion, and rank the available options based on the overall score for each option.

**Prioritisation tools** are methods of deciding on the preferred course of action among several options for building resilience.

# PRIORITISATION TOOLS CONCEPTS

Demonstrate knowledge of prioritisation tools and multi-criteria analysis for resilience projects.

CR500A 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4

## Skills/knowledge to be demonstrated

## Evidence requirement

*The trainee demonstrates the following:*

- Identifies prioritisation tools.
- Explains the purpose of prioritising resilience building options.
- Explains the methodologies of prioritisation tools.
- Explains and compares the strengths and weaknesses of different prioritisation tools.<sup>1</sup>
- Explains different techniques of conducting multi-criteria analyses.<sup>2</sup>
- Explains the features of a multi-criteria analysis.
- Discusses the information typically required to conduct a multi-criteria analysis.
- Explains the process to determine criteria for a multi-criteria analysis.

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

### Must include:

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

## Judgement statement

*The minimum level of the trainee's performance required*

- Trainee identifies and explains the methodologies of at least **three** prioritisations tools which must include multi-criteria analysis, cost benefit analysis, and cost effectiveness analysis.
- Trainee explains at least **two** techniques for conducting a multi-criteria analysis.
- Trainee explains at least **two** features of a multi-criteria analysis.

## Guidance

<sup>1</sup> **Strengths and weaknesses** may include but are not limited to – time and resources required, qualitative and quantitative approaches, economic focus of some prioritisation tools, usefulness for short term outcomes or long term trends, ability to scale prioritisation, capability of tool when data gaps are present.

<sup>2</sup> **Techniques** may include but are not limited to – Multi-Attribute Utility Theory (MAUT), Analytical Hierarchy Process (AHP), Outranking Methods.



# MULTI-CRITERIA ANALYSIS

Apply knowledge of multi-criteria analysis for resilience projects in a vulnerable sector.

**US CR500A** 3.1, 3.2, 3.3, 3.4

**US CR500I-XX** 1.1, 1.2, 1.3, 1.4

## Skills/knowledge to be demonstrated

## Evidence requirement

*The trainee demonstrates the following in the context of their **chosen strand**:*

- Determines and selects an appropriate multi-criteria analysis technique for an analysis situation.
- Gathers information for the multi-criteria analysis.
- Analyses data in accordance with the multi-criteria technique.
- Determines a preferred option based on analysis.

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

### Must include:

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

### ATTACHED EVIDENCE

- Multi-criteria analysis report.

## Judgement statement

*The minimum level of the trainee's performance required*

- Evidence is from actual activity in a community or organisational 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 skills and knowledge are demonstrated in the context of their chosen strand.
- All requirements of the verification form are met, and the form is signed/dated.

# RESEARCH CONCEPTS

*Demonstrate knowledge of research methodologies used in the field of resilience and in the context of a vulnerable sector.*

CR500H 1.1, 1.2, 3.1, 3.2, 3.3, 3.4  
CR500I-XX 5.1, 5.2

## Skills/knowledge to be demonstrated

*The trainee demonstrates the following:*

- Explains the attributes of qualitative data.
- Explains the attributes of quantitative data.
- Explains the process for three qualitative methods used in CCA.
- Explains the process for three quantitative methods used in CCA.
- Explains the process for three qualitative methods used in DRR.
- Explains the process for three quantitative methods used in DRR.

*The trainee demonstrates the following in the context of their **chosen strand**:*

- Explains qualitative and quantitative data relevant to researching resilience topics in a vulnerable sector.
- Explains at least two methodologies of researching resilience in a vulnerable sector.

## 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 the following **four** attributes of each type of data: definition, types, collection methods, and use cases of each type of data.
- Trainee's explanations of process include explanations of how information is gathered, what materials or equipment are needed, what cultural protocols may need to be addressed, what key advantage of the method are, what a common weakness of the method is.

# RESEARCH

Relate research methodologies to a project, and draw insight from research information.

US CR500H 2.1, 2.2, 2.3, 2.4, 4.1, 4.2

## Skills/knowledge to be demonstrated

## Evidence requirement

*The trainee demonstrates the following:*

- Identifies the information required to answer a specific question.
- Explains possible methods of collecting the information.
- Explains possible barriers to gathering required information.
- Explains ethical principles for research in the context of a resilience project.<sup>1</sup>
- Analyses qualitative information collected for a research objective or question to develop a possible answer to the question.
- Analyses quantitative information collected for a research objective or question to develop a possible answer to the question.

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

### Must include:

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

### ATTACHED EVIDENCE

- Research report.

## Judgement statement

*The minimum level of the trainee's performance required*

- Evidence is from actual activity in a community or organisational context. If impractical, case study or role play may be used if they are realistic enough to match the complexity of real work situations.
- Trainees are required to analyse the information but are not required to gather the information themselves..
- All requirements of the verification form are met, and the form is signed/dated.

## Guidance

<sup>1</sup> **Ethical principles** may include but are not limited to – prior and informed consent, privacy and confidentiality, respect for persons involved, intellectual property use.

# TASK 5.4

## PROMOTING RESILIENCE

This is the assessor guide for Task 5.4 *Promoting Resilience*.

This guide contains the assessment tasks to assist the assessor in making fair, valid and consistent decisions. This Task focuses on assessing the skills of a trainee to promote resilience in a community or organisation. It requires them to take a leading role in ensuring awareness of resilience building and its related activities. It is intended to be assessed practically.

### Learning Outcomes

### Unit Standards

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

- Promote resilience in a community or organisation.

This Task contributes to:

**CR500F** Promote resilience in a community or organisation (10cr)

## SUB-TASKS

Task 5.4 is divided into one sub-task:

- Promoting Resilience

# PROMOTING RESILIENCE

*Promote resilience in a community or organisation.*

**US CR500F 1.1, 1.2, 1.3, 1.4**

## Skills/knowledge to be demonstrated

## Evidence requirement

*The trainee demonstrates the following in a workplace<sup>1</sup>:*

- Promotes a positive resilience culture in a community or organisation in line with the organisation's strategic objectives and/or community's priorities.
- Applies appropriate cultural and communication techniques when advocating for resilience in a community or organisation.
- Promotes a positive resilience culture in a community or organisation by advising on resilience.
- Proactively promotes a positive resilience culture in a community or organisation by seeking opportunities to network with other people or business units.<sup>2</sup>

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

### **Must include:**

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

## Judgement statement

*The minimum level of the trainee's performance required*

- Evidence is from actual activity in a community or organisational 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 cultural and communicate techniques are tailored to the customs of the recipient community/culture of the organisation, nature of the information, intended recipients of the information, severity and the likelihood of risk consequences.
- All requirements of the verification form are met, and the form is signed/dated.

## Guidance

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- <sup>1</sup> **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.
- <sup>2</sup> **Opportunities** may include but are not limited to – including vulnerable or disenfranchised groups in discussions, liaising with influential individuals on the benefits of resilience, engaging with individuals or business units outside current scope of work.

# TASK 5.5

## FINANCE SOURCES AND MEL

This is the assessor guide for Task 5.5 *Finance Sources and MEL*.

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 sources of climate and disaster related finance, and the methods and processes of conducting monitoring, evaluation, and learning. 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:

- Evaluate finance opportunities for resilience projects in a vulnerable sector.
- Discuss monitoring, evaluation, and learning methodologies for resilience.
- Analyse the tools available for conducting, monitoring, evaluation, and learning for resilience.
- Use monitoring, evaluation, and learning tools for a resilience project.
- Analyse the monitoring, evaluation, and learning conducted for a resilience project in a vulnerable sector and recommend improvements.

This Task contributes to:

**CR500D** Evaluate finance opportunities for resilience (10cr)

**CR500E** Analyse and use monitoring, evaluation, and learning in a resilience context (10cr)

**CR500I-XX** Apply resilience methodologies in the context of a vulnerable sector (20cr) *(partial)*

## SUB-TASKS

Task 5.5 is divided into two sub-tasks:

- Sources of Finance
- MEL Tools and Methodologies
- Quality MEL

# SOURCES OF FINANCE

Evaluate finance opportunities for resilience projects in a vulnerable sector.

US CR500D 1.1, 1.2, 1.3

US CR500I-XX 3.1, 3.2, 3.3

## Skills/knowledge to be demonstrated

*The trainee demonstrates the following in the context of their **chosen strand**:*

- Identifies sources of climate and disaster risk reduction finance.<sup>1</sup>
- Analyses the features of sources of climate and disaster risk reduction finance.<sup>2</sup>
- Analyses climate and disaster risk reduction finance implementing agencies in terms of their requirements for supporting a project.

## Evidence requirement

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

### Must include:

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

## Judgement statement

*The minimum level of the trainee's performance required*

- Trainee's skills and knowledge are demonstrated in the context of their chosen strand.
- Trainee identifies at least **three** sources of finance.
- Trainee analyses the requirements of at least **one** national and **one** regional implementing agency for supporting a project.

## Guidance

<sup>1</sup> **Sources** may include but are not limited to – Global Environment Facility (GEF), Green Climate Fund (GCF), Adaptation Fund (AF).

<sup>2</sup> **Features** may include but are not limited to – purpose, focus, areas, benefits, challenges, access, contributors.



# MEL TOOLS AND METHODOLOGIES

Discuss monitoring, evaluation, and learning for resilience, and analyse the tools available.

US CR500E 1.1, 1.2, 2.1, 2.2

## Skills/knowledge to be demonstrated

## Evidence requirement

*The trainee demonstrates the following:*

- Defines the key components of monitoring, evaluation, and learning.
- Discusses the purpose of using a monitoring, evaluation, and learning process.
- Identifies the monitoring, evaluation, and learning frameworks and toolkits for a Pacific Island Country or Territory.<sup>3</sup>
- Analyses the features of the monitoring, evaluation, and learning frameworks and toolkits for a Pacific Island Country or Territory.<sup>4</sup>

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

### Must include:

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

## Judgement statement

*The minimum level of the trainee's performance required*

- Trainee defines the key components of MEL in terms of OECD Working Papers No. 92.
- Trainee discusses the desired outcomes of MEL when discussing its purpose.

## Guidance

<sup>3</sup> **Frameworks and toolkits** may be from a variety of sources including but not limited to – national, FRDP, and non-government agencies.

<sup>4</sup> **Features** may include but are not limited to – methodology, required data, availability, applicability to different projects.

# QUALITY MEL

*Use monitoring, evaluation, and learning tools for a resilience project.*

*Analyse the monitoring, evaluation, and learning conducted for a resilience project in a vulnerable sector, and recommend improvements..*

**US CR500E** 3.1, 3.2, 3.3

**US CR500I-XX** 4.1, 4.2, 4.3, 4.4, 4.5

## Skills/knowledge to be demonstrated

## Evidence requirement

*The trainee demonstrates the following for a resilience project in the context of their **chosen strand**:*

- Identifies the monitoring, evaluation, and learning tool most relevant to a resilience project.
- Determines the data required to apply the monitoring, evaluation, and learning tool.
- Analyses the monitoring conducted for a continuing resilience project.<sup>5</sup>
- Analyses the evaluation conducted for a continuing resilience project.<sup>6</sup>
- Analyses the evaluation conducted for a completed resilience project.<sup>7</sup>
- Analyses the learning developed from a resilience project.<sup>8</sup>
- Recommends improvements to the monitoring, evaluation, and learning for a resilience project.

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

### Must include:

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

## Judgement statement

*The minimum level of the trainee's performance required*

- Trainee's skills and knowledge are demonstrated in the context of their chosen strand.
- Trainee analyses resilience projects against the requirements of relevant frameworks or toolkits. These may include but are not limited to national, regional, or those offered by non-government organisations.
- Trainee's may use multiple projects for this analysis task. There is no requirement that the project analysed for its monitoring is the same one analysed for its evaluation.

## Guidance

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- <sup>5</sup> **Analysis** may include but is not limited to – methods of collection, completeness, relevance of data to the project.
- <sup>6</sup> **Analysis** may include but is not limited to – relevance of performance indicators, sufficiency of data to draw conclusion.
- <sup>7</sup> **Analysis** may include but is not limited to – immediate achievement of objective, longer term impact for community.
- <sup>8</sup> **Analysis** may include but is not limited to – areas of success, areas to improve, strength of communication and engagement.



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ACP states:

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## CONTACT

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