ONE ASEAN
ONE RESPONSE

ASCEND Competency Standards

2nd Edition

The ASEAN Standards and Certification for Experts in Disaster Management

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2nd Edition COMPETENCY STANDARDS

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COMPETENCY STANDARDS

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The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Viet Nam. The ASEAN Secretariat is based in Jakarta, Indonesia.

The "ASEAN Standards and Certification for Experts in Disaster Management (ASCEND)" is under Priority Programme 5: Global Leadership of the Agreement on Disaster Management and Emergency Response (AADMER) Work Programme 2021-2025 that envisions ASEAN as a global leader in disaster management. The ASCEND Programme is implemented by the AHA Centre.

The AHA Centre is an intergovernmental organisation established on 17 November 2011 through the signing of the Agreement on the Establishment of the AHA Centre. The AHA Centre is based in Jakarta, Indonesia.

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PREFACE

The ASCEND Competency Standards consists of 5 professions, 15 occupations, and 43 competency units (4 core competencies and 39 technical competencies). Each competency unit has been elaborated further into element, performance criteria, variable unit, and assessment guide.

Element is part of and a supporting component of the competency unit that should be done to achieve competence. Performance Criteria describe the activities that should be performed to demonstrate competency in each element. Variable Unit defines the situation of the competency unit and provides information about the level of autonomy of equipment and materials that may be used, and refers to the terms set forth, including the rules and services produced. Assessment Guide assists in interpreting and assessing competency units by specifying guidance to demonstrate competencies according to the skill level described in the performance criteria.

This document contains all the above-mentioned components and is a reference for implementing professional competency assessment and certification, as well as education and training in disaster management.

COMPETENCY UNIT LIST

In the ASCEND Framework, the competencies are divided into two related groups: core and technical competencies. Core competencies are basic competencies that ensure every disaster responders to have knowledge, skills and attitude that upholds regional and international humanitarian standards, principles and values. At more advanced levels, the Core Competencies refers to key occupational tasks and include units such as managing projects in complex and dynamic humanitarian response. Technical competencies are specialist's competencies that are specific to roles or jobs within the labour division and include the specific skills and knowledge (know-how) to perform effectively, such as understanding humanitarian supply chain management. ASEAN Competency Standards on Disaster Management consists of 43 units of competence. As many as 4 units are core competencies and 39 other units are technical competencies.

Table 1. The Competency Unit of ASEAN Competency Standard on Disaster Management

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Functions and units

The following schemes describe the scheme of competency units based on each profession and occupation in Rapid Assessment.

RAPID ASSESSMENT

RAPID ASSESSMENT **COORDINATOR**

CORE COMPETENCY

ADM.COR.001.2 : Apply the core humanitarian standard and principles ›

ADM.COR.002.2 : Identify ASEAN disaster management and humanitarian assistance legal framework and institutional arrangement ›

ADM.COR.004.2 : Coordinate emergency operations in dynamic and complex environment ›

TECHNICAL COMPETENCY

ADM.TEC.001.2 : Lead and manage coordinated assessment ›

ADM.TEC.002.2 : Lead coordinated assessment preparation ›

ADM.TEC.003.2 : Conduct comprehensive analysis ›

RAPID ASSESSMENT **OFFICER**

CORE COMPETENCY

ADM.COR.001.2 : Apply the core humanitarian standard and principles ›

ADM.COR.002.2 : Identify ASEAN disaster management and humanitarian assistance legal framework and institutional arrangement ›

TECHNICAL COMPETENCY

ADM.TEC.004.2 : Identify various types of assessment ›

ADM.TEC.005.2 : Conduct rapid assessment ›

Functions and units

The following schemes describe the scheme of competency units based on each profession and occupation in Humanitarian Logistics.

HUMANITARIAN LOGISTICS

HUMANITARIAN LOGISTICS **MANAGER**

CORE COMPETENCY

ADM.COR.001.2 : Apply the core humanitarian standard and principles ›

ADM.COR.002.2 : Identify ASEAN disaster management and humanitarian assistance legal framework and institutional arrangement ›

ADM.COR.003.2 : Manage Humanitarian and Emergency Response Programme ›

TECHNICAL COMPETENCY

ADM.TEC.006.2 : Design strategic supply chain and logistics plan ›

ADM.TEC.007.2 : Manage humanitarian supply chain and logistics operations ›

ADM.TEC.008.2 : Develop supply chain and logistics information management plan ›

HUMANITARIAN LOGISTICS **COORDINATOR**

CORE COMPETENCY

ADM.COR.001.2 : Apply the core humanitarian standard and principles ›

ADM.COR.002.2 : Identify ASEAN disaster management and humanitarian assistance legal framework and institutional arrangement ›

ADM.COR.004.2 : Coordinate emergency operations in dynamic and complex environment ›

TECHNICAL COMPETENCY

ADM.TEC.009.2 : Coordinate supply chain and logistics response plan ›

ADM.TEC.010.2 : Coordinate supply chain and logistics operation ›

ADM.TEC.011.2 : Implement supply chain and logistics information management plan ›

HUMANITARIAN LOGISTICS **OFFICER**

CORE COMPETENCY

ADM.COR.001.2 : Apply the core humanitarian standard and principles ›

ADM.COR.002.2 : Identify ASEAN disaster management and humanitarian assistance legal framework and institutional arrangement ›

TECHNICAL COMPETENCY

ADM.TEC.012.2 : Apply knowledge of supply chain and logistics in humanitarian context ›

ADM.TEC.013.2 : Apply supply chain and logistics planning process ›

ADM.TEC.014.2 : Apply knowledge on supply chain and logistics operation ›

Functions and units

The following schemes describe the scheme of competency units based on each profession and occupation in Disaster Information Management Strategy in Emergency Operation Centers at NDMOs and others.

INFORMATION MANAGEMENT

INFORMATION MANAGEMENT **MANAGER**

CORE COMPETENCY

ADM.COR.001.2 : Apply the core humanitarian standard and principles ›

ADM.COR.002.2 : Identify ASEAN disaster management and humanitarian assistance legal framework and institutional arrangement ›

ADM.COR.003.2 : Manage Humanitarian and Emergency Response Programme ›

TECHNICAL COMPETENCY

ADM.TEC.015.2 : Develop information management strategy ›

ADM.TEC.016.2 : Coordinate information management strategy for emergency operation ›

ADM.TEC.017.2 : Conduct Information Management Continuum ›

INFORMATION MANAGEMENT **COORDINATOR**

CORE COMPETENCY

ADM.COR.001.2 : Apply the core humanitarian standard and principles ›

ADM.COR.002.2 : Identify ASEAN disaster management and humanitarian assistance legal framework and institutional arrangement ›

ADM.COR.004.2 : Coordinate emergency operations in dynamic and complex environment ›

TECHNICAL COMPETENCY

ADM.TEC.016.2 : Coordinate information management strategy for emergency operation ›

ADM.TEC.017.2 : Conduct Information Management Continuum ›

ADM.TEC.018.2 : Produce information management products ›

INFORMATION MANAGEMENT **OFFICER**

CORE COMPETENCY

ADM.COR.001.2 : Apply the core humanitarian standard and principles ›

ADM.COR.002.2 : Identify ASEAN disaster management and humanitarian assistance legal framework and institutional arrangement ›

TECHNICAL COMPETENCY

ADM.TEC.018.2 : Produce information management products ›

ADM.TEC.019.2 : Identify source of humanitarian data and information ›

ADM.TEC.020.2 : Identify information management tools and services ›

Functions and units

The following schemes describe the scheme of competency units based on each profession and occupation in Water, Sanitation, and Hygiene (WASH).

WATER, SANITATION, AND HYGIENE

WATER, SANITATION, AND HYGIENE **MANAGER**

CORE COMPETENCY

ADM.COR.001.2 : Apply the core humanitarian standard and principles ›

ADM.COR.002.2 : Identify ASEAN disaster management and humanitarian assistance legal framework and institutional arrangement ›

ADM.COR.003.2 : Manage Humanitarian and Emergency Response Programme ›

TECHNICAL COMPETENCY

ADM.TEC.021.2 : Conduct in-depth analysis on WASH in humanitarian settings ›

ADM.TEC.022.2 : Deliver strategic direction on WASH ›

ADM.TEC.023.2 : Develop strategy to link relief, recovery, and development ›

WATER, SANITATION, AND HYGIENE **COORDINATOR**

CORE COMPETENCY

ADM.COR.001.2 : Apply the core humanitarian standard and principles ›

ADM.COR.002.2 : Identify ASEAN disaster management and humanitarian assistance legal framework and institutional arrangement ›

ADM.COR.004.2 : Coordinate emergency operations in dynamic and complex environment ›

TECHNICAL COMPETENCY

ADM.TEC.024.2 : Analyse the Developing Humanitarian Situation Related to WASH ›

ADM.TEC.025.2 : Supervise the implementation of WASH programme ›

ADM.TEC.026.2 : Provide technical guidance to partners and stakeholders ›

WASH OFFICER–PUBLIC HYGIENE **PROMOTER**

CORE COMPETENCY

ADM.COR.001.2 : Apply the core humanitarian standard and principles ›

ADM.COR.002.2 : Identify ASEAN disaster management and humanitarian assistance legal framework and institutional arrangement ›

TECHNICAL COMPETENCY

ADM.TEC.027.2 : Provide technical assistance on core public health promotion and behaviour change concepts ›

ADM.TEC.029.2 : Capable to work with the affected community for WASH programme ›

ADM.TEC.030.2 : Monitor an ongoing WASH programme ›

WASH OFFICER–PUBLIC HYGIENE **ENGINEER**

CORE COMPETENCY

ADM.COR.001.2 : Apply the core humanitarian standard and principles ›

ADM.COR.002.2 : Identify ASEAN disaster management and humanitarian assistance legal framework and institutional arrangement ›

TECHNICAL COMPETENCY

ADM.TEC.028.2 : Provide technical guidance on core public health engineering concepts ❯

ADM.TEC.029.2 : Capable to work with the affected community for WASH programme ❯

ADM.TEC.030.2 : Monitor an ongoing WASH programme ❯

Functions and units

The following schemes describe the scheme of competency units based on each profession and occupation in Shelter and Settlement.

HUMANITARIAN SHELTER & SETTLEMENT

HUMANITARIAN SHELTER & SETTLEMENT **MANAGER**

CORE COMPETENCY

ADM.COR.001.2 : Apply the core humanitarian standard and principles ›

ADM.COR.002.2 : Identify ASEAN disaster management and humanitarian assistance legal framework and institutional arrangement ›

ADM.COR.003.2 : Manage Humanitarian and Emergency Response Programme ›

TECHNICAL COMPETENCY

ADM.TEC.031.2 : Analyse shelter and settlement needs ›

ADM.TEC.032.2 : Manage shelter and settlement programme to ensure technical quality, timeliness, appropriateness, and inclusiveness ›

ADM.TEC.033.2 : Integrate shelter and settlement plans and activities with all relevant stakeholders ›

ADM.TEC.034.2 : Coordinate Shelter and Settlement Team and Programme Field Activities ›

HUMANITARIAN SHELTER & SETTLEMENT **COORDINATOR**

CORE COMPETENCY

ADM.COR.001.2 : Apply the core humanitarian standard and principles

ADM.COR.002.2 : Identify ASEAN disaster management and humanitarian assistance legal framework and institutional arrangement

ADM.COR.004.2 : Coordinate emergency operations in dynamic and complex environment

TECHNICAL COMPETENCY

ADM.TEC.034.2 : Coordinate shelter and settlement team and programme field activities

ADM.TEC.035.2 : Provide technical guidance to the shelter and settlement programme team

ADM.TEC.036.2 : Coordinate shelter and settlement planning and activities and all its relevant stakeholders

HUMANITARIAN SHELTER & SETTLEMENT **OFFICER**

CORE COMPETENCY

ADM.COR.001.2 : Apply the core humanitarian standard and principles

ADM.COR.002.2 : Identify ASEAN disaster management and humanitarian assistance legal framework and institutional arrangement

TECHNICAL COMPETENCY

ADM.TEC.037.2 : Implement shelter and settlement assistance programmes

ADM.TEC.038.2 : Provide shelter and settlement assistance equitably based on need

ADM.TEC.039.2 : Communicate effectively with shelter and settlement programme stakeholders

COMPONENT	DESCRIPTION
Unit title	Describes the critical work function to be performed in an occupation.
Unit number	A coding system to organise the units of competency. It also indicates the types of competency standards. ▶ ADM.COR.000.0 are core competencies. These are general professional knowledge and skills related to international humanitarian principles and disaster management standards, including ASEAN mechanisms and procedures. ▶ ADM.TEC.000.0 are technical competencies. These are specific knowledge and skills needed to perform effectively in work areas under their chosen disaster management profession and occupation.
Unit description	Provides information about the critical work function covered by the unit.
Elements	Presents the occupational tasks required to perform the critical work function in the unit.
Performance criteria	Lists the expected outcomes or results from the occupational tasks to perform and the standard required.
Unit variables	Advises on how to interpret the scope and context of this unit of competence.
Assessment guide	Outlines the evidence to gather and evaluate to determine whether the candidate is competent in the unit.
Linkages to other units	Explains the connection of the competency standard to other units of competency.

Critical aspects of assessment	Lists the types of evidence or demonstrated abilities assessors need to observe to determine the candidate's competency.
Context of assessment	Notes the settings or situations in which candidates need to demonstrate their ability during ASCEND assessments.
Context of assessment	Identifies the resources needed to conduct the assessment.
Assessment methods	Describes the different assessment methods to be used for assessing the competency of candidates in the specific unit.
Key competencies	Presents the specific knowledge, skills, and attitudes related to the unit of competency that assessors need to evaluate to confirm whether the candidate for certification is qualified and competent.

Unit Title:

Apply the Core Humanitarian Standard and Principles

Unit Number:

ADM.COR.001.2

UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to describe the essential elements of principled, accountable, and high-quality humanitarian action context based on Core Humanitarian Standard as part of Global Humanitarian Framework on Disaster Management.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Adhere to Principled Humanitarian Action

1.1 Address human suffering wherever it is found based on humanitarian principles.

1.2 Carry out humanitarian action on the basis of need alone, giving priority to the most urgent cases of distress and making no adverse distinction on the basis of nationality, race, gender, religious belief, class, or political opinion.

1.3 Perform humanitarian action based on the principles of neutrality and free from the political, economic, military, or other partial objectives and interest.

1.4 Conduct humanitarian action impartially and without taking sides in hostilities or engaging in controversies of a political, racial, religious, or ideological nature.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

The unit variables help candidates to understand the purpose and the context of the unit. It relates to the entire unit and makes it easier to be assessed wholly.

This core unit ensures that humanitarian responders and specialists are committed tothe core humanitarian standard on quality and accountability. The specialist includes the following field of professions:

- Rapid Assessment
- WASH
- Humanitarian Supply Chain and Logistics
- Humanitarian Shelter and Settlement
- Information Management

The principles of humanity, impartiality, independence and neutrality are derived from: The Fundamental Principles of the International Red Cross and Red Crescent Movement proclaimed in Vienna in 1965 by the 20th International Conference of the Red Cross and Red Crescent; United Nations (UN) General Assembly Resolution 46/182, 19 December 1991; UN General Assembly Resolution 58/114, 5 February 2004.

Element 2. Uphold the Nine Commitments and Quality Criteria

2.1 Provide appropriate assistance to communities and people affected by crisis, and relevant to their needs.

2.2 Ensure timely and effective humanitarian assistance.

2.3 Facilitate communities and people affected by crises are more prepared, resilient and less insecure as a result of humanitarian action.

2.4 Assist communities and people affected by crisis based on their rights and entitlements to access information and participate in decision making that affect them.

2.5 Facilitate communities and people affected by crisis to have access to safe and responsive mechanisms to handle complaints.

2.6 Deliver humanitarian assistance in coordinated and complementary manner.

2.7 Show ability to learn from experiences for improved assistance.

2.8 Ensure own and team members' competencies and management of assistance.

2.9 Able to manage resources effectively, efficiently and ethically.

Some organisations, while committed to giving impartial assistance and not taking sides in hostilities, do not consider that the principle of neutrality precludes undertaking advocacy on issues related to accountability and justice.

Organisation standards, policies and procedures may include:

- Complaints and feedback mechanisms
- Organisational standard report forms
- Job descriptions
- Code of ethics
- Quality systems, standards and guidelines

Formal feedback may include:

- 360-degree assessment
- Satisfaction surveys/forms
- Team evaluations
- Performance reviews

Non-discriminatory attitudes may include:

- Language in relation to race & ethnicity.
- Not making assumptions about physical or intellectual abilities
- The use of non-discriminatory language in relation to the portrayal of people with disabilities
- Using non-sexist and gender inclusive language

Cultural differences may include:

- Forms of address
- Levels of formality/informality
- Non-verbal behaviour
- Work ethics
- Personal grooming
- Family obligations
- Recognised holidays
- Special needs
- Preferences for personal interactions

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to apply the humanitarian standards and principles disaster response context.
- Ability to articulate and apply humanitarian code of conduct and the nine principles in a disaster response situation.
- Ability to articulate on the humanitarian code of conduct in a disaster relief situation. use active listening, feedback techniques and team.
- Ability to identify humanitarian needs.
- Ability to process a complaint or feedback in accordance with the organisation's policies and procedures in regard to receiving and resolving complaints.
- Ability to recommend appropriate action arising from a complaint or problem.

Linkages to Other Units

This is a core unit that underpins effective performance in all other units. Combined training and assessment may be appropriate.

Critical Aspects of Assessment

- Demonstrated ability and commitment to use effective communication skills to build and maintain interpersonal relationships within a designated team of responders and affected communities.
- Demonstrated ability to maintain effective communication lines with communities, other personnel, and management in order to build interpersonal relationships.
- Demonstrated ability to communicate with affected communities and stakeholders from diverse backgrounds.
- Demonstrated ability to show cross-cultural competency and understand cultural differences.
- Demonstrated commitment to include and/or communicate with others where language barriers exist.

Context of Assessment

This unit may be assessed on/off the job:

- Assessment should include practical demonstration of working effectively with colleagues and stakeholders either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area or area of responsibility.
- The Code of Conduct for The International Red Cross and Red Crescent Movement and NGOs in Disaster Relief.
- The 2010 HAP Standard in Accountability & Quality Management.
- The People in Aid Code of Good Practice in the Management and Support of Aid Personnel.
- The most current version of Sphere Handbook, Core Humanitarian Standards & Humanitarian Charter.
- Quality and accountability management system.
- The Inter-Agency Standing Committee Commitments on Accountability to Affected People/Populations (CAAPs).
- The Organisation for Economic Co-operation and Development's (OECD).
- Development Assistance Committee (DAC) Criteria for Evaluating Development and Humanitarian Assistance.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Direct observation of practical candidate's performance in workplace
- Oral and written questions

- Portfolio evidence (such as collection of documents to show competency of a candidate)
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	1	Apply the core humanitarian standard and principles
Communicating ideas and information	2	Use positive communication techniques to build interpersonal relationships
Planning and organising activities	2	Identify the most appropriate way to respond to feedback
Working with others and in teams	1	Interact effectively with other people both on a one-to-one basis and in groups
Using mathematical ideas and techniques	1	Simple task, use numerical skills, spatial techniques such as estimation and approximation, for practical purposes
Solving problems	2	Apply conflict resolution and communication skills to resolve conflicts and/or misunderstandings
Using technology	1	Reproduce or present basic product or service

Unit Title:

Identify ASEAN Disaster Management and Humanitarian Assistance Legal Framework and Institutional Arrangement

Unit Number:

ADM.COR.002.2

UNIT DESCRIPTOR: This unit deals with the knowledge and skills required to describe some key elements of ASEAN legal framework and institutional arrangements on disaster management and humanitarian assistance.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Identify some Key Elements of ASEAN Legal Framework on Disaster Management and Humanitarian Assistance

1.1 Identify the Purposes and Key Provisions of the ASEAN Agreement on Disaster Management and Emergency Response (AADMER).

1.2 Identify the Objectives and Key Points of the ASEAN Declaration on One ASEAN, One Response: ASEAN Responding to Disasters as One in the Region and Outside the Region.

1.3 Identify the Purposes and Key Components of the Standard Operating Procedure for Regional Standby Arrangements and Coordination of Joint Disaster Relief and Emergency Response Operations (SASOP).

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

The unit variables provide advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment.

This unit applies to understand some key elements of ASEAN legal framework and institutional arrangements on Disaster Management and Humanitarian Assistance, including the roles of the AHA Centre.

Formal feedback may include:

- 360-degree assessment
- Satisfaction surveys/forms
- Team evaluations
- Performance reviews

Non-discriminatory attitudes may include:

- Language in relation to race and ethnicity
- Not making assumptions about physical or intellectual abilities
- The use of non-discriminatory language in relation to the portrayal of people with disabilities
- Using non-sexist and gender inclusive language

Element 2. Identify Some Key Elements of ASEAN Institutional Arrangements on Disaster Management and Humanitarian Assistance

2.1 Identify the Roles and Functions of the ASEAN Ministerial Meeting on Disaster Management (AMMDM) and the ASEAN Committee on Disaster Management (ACDM).

2.2 Identify the Roles and Functions of the Secretary-General of ASEAN as the ASEAN Humanitarian Assistance Coordinator (SG-AHAC).

2.3 Identify the Purposes and Core Functions of the ASEAN Coordinating Centre for Humanitarian Assistance on disaster management (AHA Centre).

Cultural differences may include:

- Forms of address
- Levels of formality/informality
- Non-verbal behaviour
- Work ethics
- Personal grooming
- Family obligations
- Recognised holidays
- Special needs
- Preferences for personal interactions

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to identify and explain the purposes and key provisions of the AADMER.
- Ability to identify and explain the objectives and key points of the ASEAN Declaration on One ASEAN, One Response: ASEAN Responding to Disasters as One in the Region and Outside the Region.
- Ability to identify and explain the purposes and key components of the SASOP.
- Ability to identify and explain the roles and functions of the ACDM.
- Ability to identify and explain the roles and functions of the SG-AHAC.
- Ability to identify and explain the roles and core functions of the AHA Centre.

Linkages to Other Units

This is a core unit that underpins understanding of the working context of all other units. Combined training and assessment may be appropriate.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated knowledge and understanding of some key elements of ASEAN legal framework on Disaster Management and Humanitarian Assistance.

- Demonstrated knowledge and understanding of some key elements of ASEAN institutional arrangements on Disaster Management and Humanitarian Assistance, including the role of the AHA Centre.

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include a demonstration of the conceptual and practical understanding of the elements through a range of methods to assess underpinning knowledge.

Resource Implications

Training and assessment to include access to ASEAN disaster management and humanitarian assistance strategic documents and resource persons.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	2	Access and record from a single source
Communicating ideas and information	3	Use positive communication techniques to build interpersonal relationships
Planning and organising activities	2	Identify the most appropriate way to respond to feedback
Working with others and in teams	1	Interact effectively with other people both on a one-to-one basis and in groups
Using mathematical ideas and techniques	0	n/a
Solving problems	1	Apply conflict resolution and communication skills to resolve conflicts and/or misunderstandings
Using technology	1	Reproduce or present basic product or service

Unit Title:

Manage Humanitarian and Emergency Response Programme

Unit Number:

ADM.COR.003.2

UNIT DESCRIPTOR: This unit deals with the knowledge, skills, and attitude required to manage programmes in how the operations management stages functions in emergencies.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Conduct humanitarian assessment

1.1 Collect data and information.

1.2 Identify needs and capacities of an affected population, key priorities for intervention, and estimate resource requirements.

Element 2. Plan humanitarian response

2.1 Prepare an emergency budget estimate and request an immediate allocation of initial resources.

2.2 Produce detailed budget in order to create response operation plan and engage in financial commitments with other stakeholders.

2.3 Regularly review response plan and initiate necessary budget revision.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

The unit variables provide advice to interpret the scope and context of managing humanitarian programme cycle. It relates to the unit as a whole and facilitates holistic management.

This unit prescribes a series of actions, from assessment, through planning, resourcing and implementing, to monitoring and evaluation.

Real Time Evaluation (RTE) may include:

- 360-degree assessment
- Team evaluations
- Performance reviews

Assessment Methods

The following skills and knowledge must be assessed as part of this unit:

- Ability to conduct humanitarian assessment including multi- cluster/sector rapid needs assessment.
- Ability to plan humanitarian response, including to identify an emergency budget in detail, request an allocation of initial resources, and revise the operations plan.
- Ability to identify partners in an objective, transparent and consistent manner, mapping the capacity of available current and potential partners, as well as mobilize and demobilize resources.

Element 3. Implement humanitarian response

3.1 Conduct or coordinate operational gaps analysis to Identify existing and required capacity stakeholders including potential partners.

3.2 Lead the conduct of capacity mapping of stakeholders involved in response operations.

3.3 Lead coordination and mobilisation of resources to implement operation plan.

3.4 Timely demobilise resources and closure of project.

Element 4. Ensure quality monitoring of emergency response

4.1 Guide the preparation and identify monitoring plan.

4.2 Ensure timely collection of quality data.

4.3 Review data and information.

4.4 Analyse gaps and decide on corrective actions.

4.5 Produce regular reports and provide critical updates.

Element 5. Manage learning and evaluations

5.1 Carry out a real-time evaluation (RTE) and after-action review of an emergency operation or humanitarian response.

5.2 Ensure effective operational decision-making.

- Ability to identify monitoring plan, collect, review, and analyse data.
- Ability to update regular report, establishing reporting mechanisms with partner agencies as an integral part of their reporting, adopting standard format and cover agreed issues in a consistent manner.
- Ability to manage real time humanitarian action evaluation of an emergency operation or humanitarian response as well as improve the operational decision- making.
- Ability to manage risk and ensure operational security on the ground.

Linkages to Other Units

This is a core unit that underpins effective performance in all other units. Combined training and assessment may be appropriate.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated commitment to conduct humanitarian assessment including multi-cluster/sector rapid needs assessment.
- Demonstrated commitment to plan humanitarian response, including to identify an emergency budget in detail, request an allocation of initial resources, and revise the operations plan.
- Demonstrated commitment to identify partners in an objective, transparent and consistent manner, mapping the capacity of available current and potential partners, as well as mobilize and demobilize resources.
- Demonstrated commitment to identify monitoring plan, collect, review, and analyse data.
- Demonstrated commitment to update regular report, establishing reporting mechanisms with partner agencies as an integral part of their reporting, adopting standard format and cover agreed issues in a consistent manner.

Element 6. Ensure safety and security aspect of the response operation

6.1 Assess and raise awareness on operational security risks.

6.2 Implement security and communication protocols.

- Demonstrated commitment to manage real time humanitarian action evaluation and After-Action Review of an emergency operation or humanitarian response as well as improve the operational decision-making.
- Demonstrated commitment to manage risk and ensure operational security on the ground.

Context of Assessment

This unit may be assessed on/off the job

- Assessment should include practical demonstration of working effectively with colleagues and stakeholders either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area or area of responsibility.
- Assessment, planning, implementation, monitoring, reporting, and evaluating in terms of emergency.
- Assessment should adhere to UNESCO Guidelines for Judicial Actors on Privacy and Data Protection.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observation of practical candidate performance
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	3	Access and record from a single source
Communicating ideas and information	3	Use positive communication techniques to build interpersonal relationships
Planning and organising activities	3	Identify the most appropriate way to respond to feedback
Working with others and in teams	3	Interact effectively with other people both on a one-to-one basis and in groups
Using mathematical ideas and techniques	3	Simple task, use mathematical ideas, such as number and space, and techniques such as estimation and approximation, for practical purposes
Solving problems	3	Apply conflict resolution and communication skills to resolve conflicts and/or misunderstandings
Using technology	3	Reproduce or present basic product or service

Unit Title:

Coordinate Emergency Operations in Dynamic and Complex Environment

Unit Number:

ADM.COR.004.2

UNIT DESCRIPTOR: This unit deals with the knowledge, skills, and attitude required how to supervise project in a pressured and dynamic environment to work effectively within humanitarian contexts.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Manage uncertainty and complexity

1.1 Manage the VUCA (volatility, uncertainty, complexity and ambiguity) context in disaster and crisis settings.

1.2 Managing stress and respond to obstacles, frustrations, and other people's negative behaviour objectively.

1.3 Maintain self-discipline, self-care and stay focused to ensure tasks can be run consistently.

1.4 Focus on goals and sorting complicated issues into components for completion one by one consistently.

1.5 Maintain clarity of mind in analysing problems and finding solutions.

1.6 Promote well-being and 'duty of care' culture.

1.7 Create and enable team to respond to operational challenges.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

The unit variables provide advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment.

This unit prescribes a series of actions, from managing response in highly stressful and demanding situation, keep on-task in a pressured, and manage possible conflict, which ensure that staff can work well, coordinated, and projects run smoothly.

Handle project may have related, but not limited to:

- *Interacting with Individuals of Diverse Genders and Ages*
- *Adhering to Organizational Regulations*
- *Offering Support and Aid*
- *Communicating with Family Members*
- *Showing Empathy and Compassion*
- *Providing Care to the Ill*
- *Managing and handling Personal Property*
- *Delivering Food Service*

Cultural diversity, may include:

- *Nation*
- *Tribes*
- *Language*
- *Cultural norms and values*
- *Religion*

Element 2. Keep on-task to supervise projects by maintaining professionalism

2.1 Set realistic deadlines and goals.

2.2 Focus on the most important and urgent task.

2.3 Identify potential project constraints and gaps in order to manage risks effectively.

2.4 Ensure effective distribution of tasks.

2.5 Enable others to carry out their roles and responsibilities.

2.6 Monitor commitments and actions transparently.

2.7 Produce regular report.

Element 3. Manage possible conflict

3.1 Identify conflict- causing elements and minimise risks of potential conflicts.

3.2 Apply root cause analysis techniques to address the underlying issues.

3.3 Determine the right people to help solve the problem.

3.4 Resolve misunderstandings caused by cultural diversity.

3.5 Adopt effective conflict resolution strategies.

- *Custom*
- *Kinship and family structure*
- *Personal experiences and personal trauma*
- *Gender and gender relations*
- *Age*
- *Disability*
- *Sexuality*
- *Special needs*

Realistic deadlines and goals refer to the scope of project supervision.

Assessment Guide

This competency unit applies to all supervisor or coordinator level. The following skills and knowledge must be assessed as part of this unit:

- Ability to handle project in a stressful situation.
- Ability to keep on-task to supervise projects by maintaining professionalism.
- Ability to manage possible conflict.

Linkages to other Units

This is a core unit that underpins effective performance in all other units related to Supervisory or Coordination Level. Combined training and assessment may be appropriate.

Critical Aspects of Assessment

Evidence of the following is essential:

- Ability to handle project in a stressful situation.
- Ability to keep on-task to supervise projects by maintaining professionalism.
- Ability to manage possible conflict.
- Ability to negotiate and offer solutions.

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration of working effectively with colleagues and stakeholders either in the workplace or through a simulation activity,

Element 4. Apply effective negotiation skills

4.1 Prepare for negotiation situation.

4.2 Apply effective negotiation techniques.

supported by a range of methods to assess underpinning knowledge.

- Assessment must relate to the individual's work area or area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by candidate
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	2	Respond to the related parties about problems occurring in the field
Communicating ideas and information	2	Provide direction on the work plan to staffs

Planning and organising activities	2	Make an outline of a project
Working with others and in teams	2	Coordinating with related stakeholders
Using mathematical ideas and techniques	2	Preparing project progress reports
Solving problems	2	Provide solutions when misunderstandings occur
Using technology	2	Use communication tools when coordinating with staff

Overview of Rapid Assessment Occupations

UNIT NUMBER	UNIT / MODULE TITLE	OCCUPATIONAL LEVEL	
		Officer	Coordinator
ADM.COR.001.2	Apply the core humanitarian standard and principles	X	X
ADM.COR.002.2	Identify ASEAN disaster management and humanitarian assistance legal framework and institutional arrangement	X	X
ADM.COR.003.2	Manage Humanitarian and Emergency Response Programme		
ADM.COR.004.2	Coordinate emergency operations in dynamic and complex environment		X
ADM.TEC.001.2	Lead and manage coordinated assessment		X
ADM.TEC.002.2	Lead coordinated assessment preparation		X
ADM.TEC.003.2	Conduct Comprehensive Analysis		X
ADM.TEC.004.2	Identify Various Types of Assessment	X	
ADM.TEC.005.2	Conduct Rapid Assessment	X	

Unit Title:

Lead and Manage Coordinated Assessment

Unit Number:

ADM.TEC.001.2

UNIT DESCRIPTOR: This unit covers the ability to manage coordinated assessment performed by different humanitarian organizations.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Build consensus for coordinated assessment

1.1 Convince key humanitarian actors on the importance and effectiveness of coordinated assessment.

1.2 Manage expectations on coordinated assessment.

Element 2. Manage coordinated assessment process

2.1 Develop coordinated assessment plan.

2.2 Ensure technical skills of team members to conduct coordinated assessment.

2.3 Implement coordinated assessment plan.

2.4 Communicate coordinated assessment process and outputs accordingly.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

The unit variables provide advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment.

Coordinated Assessment is defined as a multi-sectoral and multi-stakeholder process of collecting, analysing and interpreting data that is undertaken during the initial days and weeks of a disaster to assess needs and inform decisions on humanitarian action. Its goal is to have a shared understanding on humanitarian impact and key priorities for response.

Key humanitarian actors may include may include:

- National and local governments
- Pertinent ASEAN entities
- Red Cross/Red Crescent society
- Donors
- UN agencies
- Local and international NGOs
- Faith-based organizations
- Companies / Private sector stakeholders

Coordinated assessment plan may consist information on:

- Scope
- Goal and objectives
- Tools and Methodology

- International and National Human resources involved
- Task division
- Time frame
- Limitation
- Equipment and financial resources required
- Security and safety considerations
- Any other agreements with participating organization

Technical skills in coordinated assessment may include communications/negotiation, expertise on certain sectors, and analytical.

Activities to ensure technical skills of team members to conduct coordinated assessment may include:

- Identify key people for conducting rapid assessment according to requirements and guidelines.
- Form a multi-sectoral team responsible for conducting rapid assessment.
- Provide orientation or training on data collection to volunteers as required.

Communicate coordinated assessment can be done through:

- Oral presentation or briefing
- Picture
- Video
- Written descriptive report
- Summarized bullet points
- Graph or diagram
- Infographics

Coordinated assessment process may include any lessons along the coordinated assessment implementation.

Coordinated assessment outputs may include any results from assessment analysis.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to negotiate by using the right coordinated assessment approach and procedures.
- Ability to communicate effectively to manage expectations on the coordinated assessment.
- Ability to manage coordinated assessment team.
- Ability to deal with rapidly changing situation in conducting coordinated assessment.
- Ability to share the outputs of coordinated assessment.

Linkages to other Units

This is a core unit that underpins effective performance in all other units. Combined training and assessment may be appropriate.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to negotiate by using the right coordinated assessment approach and procedures.
- Demonstrated ability to communicate effectively to manage expectations on the coordinated assessment.
- Demonstrated ability to manage coordinated assessment team.
- Demonstrated ability to deal with rapidly changing situation in conducting coordinated assessment.
- Demonstrated ability to deliver/present the outputs of coordinated assessment.

Context of Assessment

This unit may be assessed on/off the job

- Assessment should include practical demonstration of working effectively with colleagues and stakeholders either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area or area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observation of practical candidate performance
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	2	Setting aside irrelevant data
Communicating ideas and information	3	Briefing coordinated assessment team
Planning and organising activities	3	Planning for field visits
Working with others and in teams	3	Dealing with specialists and generalists
Using mathematical ideas and techniques	1	Managing budget for assessment
Solving problems	3	Dealing with team members' capabilities
Using technology	2	Deciding assessment tools and equipment

Unit Title:

Lead Coordinated Assessment Preparation

Unit Number:

ADM.TEC.002.2

UNIT DESCRIPTOR: This unit covers the ability to make necessary preparedness measures in leading and managing coordinated assessment following a disaster.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Demonstrate skills, knowledge and good attitude on Coordinated Assessment

1.1 Identify coordinated assessment approaches and procedures.

1.2 Describe elements for coordinated assessment.

1.3 Analyse ways to obtain the coordinated assessment elements.

Element 2. Prioritize actions for coordinated assessment preparedness

2.1 Identify emerging risks.

2.2 Explain social context which influences vulnerabilities and resilience.

2.3 Describe early warning system for the emerging risks.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

The unit variables provide advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment.

Coordinated Assessment is defined as a multi-sectoral and multi-stakeholder process of collecting, analysing and interpreting data that is undertaken during the initial days and weeks of a disaster to assess needs and inform decisions on humanitarian action. Its goal is to have a shared understanding on humanitarian impact and key priorities for response.

Coordinated Assessment approach is mainly determined by:

- Phase of assessment
- Time-criticality
- Quantity and type of information required
- Human and financial resources

Coordinated Assessment procedure may include:

- Recommended type of coordinated assessment
- Purpose of the assessment
- Methodology for data collection
- Source of funding and requirements
- Agreed output and reporting format

Elements for Coordinated Assessment may include: may include:

- Methodology or arrangements
- Team members, both generalists and specialists
- Tools, both hardware and software
- Supporting elements (transportation means, funding resources for coordinated assessment)

Risk is defined as a combination of the consequences of an event (hazard) and the associated likelihood/ probability of its occurrence.

▶ Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to perform a range of capacity and needs analysis.
- Ability to effectively prioritize humanitarian assistance with strong justifications based on proper analysis.
- Ability to elaborate potential impacts of the prioritized humanitarian assistance.

▶ Linkages to other Units

This is a core unit that underpins effective performance in all other units. Combined training and assessment may be appropriate.

▶ Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to perform a range of capacity and needs analysis.
- Demonstrated ability to effectively prioritize humanitarian assistance with strong justifications based on proper analysis.
- Demonstrated ability to elaborate potential impacts of the prioritised humanitarian assistance.
- Demonstrated ability to provide a sound analysis of humanitarian situations.

Context of Assessment

This unit may be assessed on/off the job

- Assessment should include practical demonstration of working effectively with colleagues and stakeholders either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area or area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observation of practical candidate performance
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	1	Identifying the most appropriate assessment preparedness measure
Communicating ideas and information	3	Advocating the importance of preparedness
Planning and organising activities	2	Identifying potential team members
Working with others and in teams	2	Engaging others in preparedness action
Using mathematical ideas and techniques	1	Identifying emerging risks
Solving problems	3	Sustaining preparedness action
Using technology	2	Identify hardware and/or software for early warning system

Unit Title:

Conduct Comprehensive Analysis

Unit Number:

ADM.TEC.003.2

UNIT DESCRIPTOR: This unit covers the ability to classify, sort, and analyse available data from all relevant sectors in order to identify response options and priorities.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Analyse information on different sectors and from various sources

1.1 Analyse data from all sectors.

1.2 Implement range of analysis.

Element 2. Prioritise urgent and crucial needs

2.1 Analyse acute and chronic issues.

2.2 Develop prioritisation of humanitarian needs.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

The unit variables provide advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment.

Sectors or clusters may include:

- Shelter
- Health
- Food (or food security) and nutrition
- Water sanitation and hygiene
- Protection
- Education
- Livelihood
- Early recovery
- Supply chain and logistics
- Telecommunications

Various organisations may include:

- Government: National Disaster Management Agency, Department of Health, etc.
- Regional: ASEAN Secretariat and AHA Centre, ADB
- International: UN agencies, World Bank
- Red Cross/ Red Crescent societies: IFRC, ICRC and national societies
- Non-government organizations from the affected country or outside
- Private sector organizations who provide humanitarian assistance

- Other organizations including universities, faith-based organisation, scouts, etc.

Range of analysis may consist of:

- Exploratory analysis – engage and discover
- Descriptive analysis – summarize and compare
- Explanatory analysis – connect and relate
- Interpretive analysis – imply and conclude
- Anticipatory analysis – predict and forecast
- Prescriptive analysis – suggest and advise
- Machine learning and artificial intelligence

Acute issues are issues that are directly resulted of a disaster occurrence. Acute issues may include:

- Displacement
- Increase number of diseases
- Increase unemployment
- Damaged WASH facilities
- Damage infrastructure
- Interrupted basic services of health, education, and economic

Chronic issues are issues that has existed prior to the disaster and may be exacerbated by the disaster impacts. Chronic issues may include:

- Communicable or Non-communicable diseases
- Poor infrastructure
- Poor or lack of telecommunication network
- Poor health facility
- Poverty
- Poor literacy and school drop out
- Low income
- High unemployment
- Inequalities
- High crime rate
- Infertile land
- Poor quality of building and houses
- Chronic malnutrition
- Low immunization coverage
- HIV and AIDS
- Seasonal dry season

Urgent and crucial needs to be prioritised may include:

- Evacuation of vulnerable people
- Construction or repair of temporary shelter
- Food distribution for the most vulnerable groups
- Ensuring emergency primary health care and facilities
- Debottlenecking logistics issues
- Provision of life saving psychosocial support
- Provision of water for drinking, cooking, and personal hygiene

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to perform a range of capacity and needs analysis.
- Ability to effectively prioritize humanitarian assistance with strong justifications based on proper analysis.
- Ability to elaborate potential impacts of the prioritized humanitarian assistance.

Linkages to other Units

This is a core unit that underpins effective performance in all other units. Combined training and assessment may be appropriate.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to perform a range of capacity and needs analysis.
- Demonstrated ability to identify needs, priority in humanitarian assistance, potential gaps, and effectively prioritize humanitarian assistance with strong justifications based on proper analysis.
- Demonstrated ability to elaborate potential impacts of the prioritized humanitarian assistance.
- Demonstrated ability to provide a sound analysis of humanitarian situations.

Context of Assessment

This unit may be assessed on/off the job

- Assessment should include practical demonstration of working effectively with colleagues and stakeholders either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area or area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observation of practical candidate performance
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	3	Comparing data from various partners
Communicating ideas and information	2	Communicating assessment results in commonly used terminology
Planning and organising activities	1	Selecting samples
Working with others and in teams	2	Engaging sector specialists for inter-sectoral analysis
Using mathematical ideas and techniques	2	Calculating quantitative data
Solving problems	3	Identifying biases
Using technology	3	Using assessment tool to strengthen analysis

Unit Title:

Identify Various Types of Assessment

Unit Number:

ADM.TEC.004.2

UNIT DESCRIPTOR: This unit covers the ability to identify types of assessment in humanitarian setting, assessment continuum and learning from the assessment experiences.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Describe types of humanitarian needs assessments

1.1 Distinguish joint, harmonized, and uncoordinated assessments.

1.2 Describe advantages and disadvantages of each type of humanitarian needs assessment.

Element 2. Explain assessment continuum in humanitarian setting

2.1 Explain phase one of assessment.

2.2 Describe phase two of assessment.

2.3 Explain phase three of assessment.

2.4 Describe phase four of assessment.

2.5 Identify assessment preparedness measures.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

The unit variables provide advice to interpret the scope and context of this unit of competence, it relates to the unit as a whole and facilitates holistic assessment.

Rapid assessment is defined as process of gathering information on the needs and existing capacities of the affected population, possible areas of intervention and resource requirements, which is undertaken immediately following a sudden crisis. Rapid assessment normally takes one week or less, and should be followed by a more detailed assessment.

Types of assessments, which are joint, harmonized, and uncoordinated, are characterized as follow:

- Joint assessment occurs when data is collected, processed and analysed form in a single process among agencies, and results in Harmonized assessment occurs when agencies collect, process and analyse data separately, but the collected data can be compared (common operational data sets, key indicators, and geographical and temporal synchronisation are used) and compiled into a database that is used for shared analysis.
- Uncoordinated assessments occur when agencies conduct each own assessment with incomparable data sets, and therefore cannot be used for shared analysis.

Element 3. Identify lessons on humanitarian assessments

3.1 Describe benefits arise from humanitarian needs assessments.

3.2 Identify challenges and provide potential solutions to overcome the challenges.

3.3 Describe humanitarian needs assessment in urban settings.

Phases of assessment in humanitarian setting:

- Phase 0: preparedness, with the purpose to preparedness planning and gather pre-crisis data.
- Phase 1: initial assessment, with indicative period of the first 72 hours after disaster occurrence. The assessment purpose is to:
  - Estimate the scale and severity of the impact of the disaster.
  - Locate affected population/identify disaster locations.
  - Inform initial response decisions.
  - Inform phase 2 of assessment.
- Phase 2: multi-Cluster/Sector Initial Rapid Assessment, with indicative period within 2 weeks of the disaster. The assessment purpose is to:
  - Inform initial planning of humanitarian response, highlighting priority actions.
  - Define focus for in-depth assessments.
  - Establish baseline for monitoring.
- Phase 3: in-depth sectoral assessments or multi-cluster assessments, with indicative period within 4 weeks of the disaster. The assessment purpose is to:
  - Analyse situation and trends.
  - Adjust ongoing response.
  - Inform detailed planning for humanitarian / early recovery activities.
- Phase 4: further in-depth sectoral assessments or disaster recovery assessments, indicatively after the first month. The assessment purpose is to:
  - Analyse situations and trends.
  - Inform phasing out of life- sustaining activities.
  - Inform detailed planning for further humanitarian and recovery activities.

Disaster recovery assessments may include Post Disaster Needs Assessment, Damage and Loss Assessment or Humanitarian Recovery Needs Assessment.

Benefits of humanitarian needs assessment may include:

- Better decisions for response are made.
- Increased chance of appropriate humanitarian assistance.
- Community capacity is considered, thus enhance the quality and outcomes of humanitarian program.
- Easier to monitor progress and measure program results.

Enabling factors to coordinated assessment may include:

- Strong leadership from the Government
- Robust disaster preparedness measure
- Positive feeling from previous coordinated assessment
- Realistic planning
- Adequate resources
- Global and local considerations are applied

Challenges of humanitarian needs assessment may include:

- Logistics constraints/ access
- Time pressure
- Rapidly change information
- Clearly differentiate between primary and secondary information
- Security related
- Language and culture related
- Lack of trust
- Unequal partnership
- Weak linkage to decision making
- Lack of preparedness
- Lack of clarity on roles and responsibilities, and coordination structure

Potential solutions to overcome assessment challenges may include:

- Alternative logistics means
- Negotiate for access
- Team composition
- Messaging
- Apply safety and security measures
- Hire local team member

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to implement the most appropriate type and phase of humanitarian needs assessment to be conducted at certain condition.
- Ability to apply assessment in urban setting.
- Ability to identify characteristics, methodology and reports of humanitarian assessments.
- Ability to contribute or provide feedback on an assessment planning development based on experiences and lessons.
- Ability to manage personal preparedness to conduct rapid assessment.

Linkages to other Units

This is a core unit that underpins effective performance in all other units. Combined training and assessment may be appropriate.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to implement the most appropriate type and phase of humanitarian needs assessment to be conducted at certain condition.
- Demonstrated ability to apply assessment in urban setting.
- Demonstrated ability to identify characteristics, methodology & reports of humanitarian assessments.
- Demonstrated ability to contribute or provide feedback on an assessment planning development based on experiences and lessons.
- Demonstrated ability to manage personal preparedness to conduct rapid assessment.
- Demonstrated skills and attitude toward various types of assessment.

Context of Assessment

This unit may be assessed on/off the job

- Assessment should include practical demonstration of working effectively with colleagues and stakeholders either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area or area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observation of practical candidate performance
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	2	Identifying lessons from previous assessments
Communicating ideas and information	2	Comparing assessment in urban and rural areas
Planning and organising activities	1	Determining assessment methods
Working with others and in teams	1	Agreeing assessment continuum for small scale disaster
Using mathematical ideas and techniques	0	n/a
Solving problems	1	Filtering out raw information into baseline
Using technology	1	Defining appropriate technology for rural & urban setting

Unit Title:
Conduct Rapid Assessment

Unit Number:
ADM.TEC.005.2

UNIT DESCRIPTOR: This unit covers the ability to undertake rapid assessment, which outputs contribute meaningfully to decision making on disaster response.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Prepare for rapid assessment

1.1 Develop rapid assessment plan.

1.2 Develop rapid assessment tool and methodology.

Element 2. Gather data

2.1 Undertake secondary data collection.

2.2 Perform primary data collection.

2.3 Perform data verification, validity and reliability.

Element 3. Conduct essential analysis

3.1 Identify steps of analysis.

3.2 Analyse quantitative and qualitative data.

3.3 Perform impact analysis.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

The unit variables provide advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment.

Rapid assessment is defined as process of identification and gathering information on the needs and existing capacities of the affected population based on disaggregated data, possible areas of intervention and resource requirements, which is undertaken immediately following a sudden crisis. Rapid assessment normally takes one week or less, and should be followed by a more detailed assessment.

Key stakeholders may include officials from:

- National Disaster Management Office and other relevant Government offices at national and sub-national level
- Related ASEAN entities, i.e., ASEC and AHA Centre
- Red Cross / Red Crescent
- National and International NGOs, (e.g. socially inclusive agencies)
- United Nations agencies with humanitarian mandate
- Private sector, academe

Element 4. Report rapid assessment results

4.1 Identify key recipients of the rapid assessment results.

4.2 Develop report based on the survivors' profile.

4.3 Organize database and Present rapid assessment data and information properly.

Agreement for rapid assessment with key stakeholders may include:

- Assessment purposes. Main purpose of rapid assessment is to ensure effective analysis, better decision making and strategic planning.
- Duration of time for assessment.
- Resources committed and allocated, i.e., staff, equipment, and funding.

Rapid assessment plan may consist of information on:

- Scope
- Goal and objectives
- Methodology
- Human resources involved
- Task division
- Time frame
- Limitation
- Equipment and financial resources required
- Security and safety considerations

Rapid assessment tool may include questionnaire or assessment form. Rapid assessment methodology may include utilizing secondary data, direct observation, key informant interview, and community group discussion.

Sectors may include:

- Health
- Nutrition
- Food security
- Protection
- Camp coordination and camp management
- Education
- Shelter
- Water sanitation and hygiene
- Livelihood
- Non-food items
- Early recovery

Cross-cutting data may include:

- Human rights
- Environment
- Gender

Key recipients may include: ASEAN organizations (AHA Centre, the Secretariat, and member states), humanitarian agencies, donor community, and community representatives.

Assessment report, which is aimed at providing decision maker with humanitarian situation, may be delivered in the form of:

- Oral presentation or briefing
- Picture
- Video
- Written descriptive report
- Summarized bullet points
- Graph or diagram
- Infographics

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to deal with key stakeholders for successful rapid assessment results.
- Ability to use the right methodology and tools for assessment.
- Ability to identify strengths and weaknesses of assessment methodology and tools.
- Ability to effectively process data into information.
- Ability to deliver effective report based on audience's profile.

Linkages to other Units

This is a core unit that underpins effective performance in all other units. Combined training and assessment may be appropriate.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to deal with key stakeholders for successful rapid assessment results.
- Demonstrated ability to use the right methodology and tools for assessment.

- Demonstrated ability to identify strengths and weaknesses of assessment methodology and tools.
- Demonstrated ability to effectively process data into information.
- Demonstrated ability to deliver effective report based on audience's profile.
- Demonstrated skills and attitude toward effective rapid assessment.

Context of Assessment

This unit may be assessed on/off the job

- Assessment should include practical demonstration of working effectively with colleagues either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area or area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observation of practical candidate performance
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	2	Identifying the most appropriate data collection methodology
Communicating ideas and information	2	Conduct WASH need assessment
Planning and organising activities	3	Developing rapid assessment plan
Working with others and in teams	3	Dealing with key people who are unwilling to share information
Using mathematical ideas and techniques	1	Performing quantitative analysis
Solving problems	1	Dealing with logistical access
Using technology	1	Using technology to support assessment efficiency

Overview of Humanitarian Logistics Occupations

UNIT NUMBER	UNIT / MODULE TITLE	OCCUPATIONAL LEVEL		
		Officer	Coordinator	Manager
ADM.COR.001.2	Apply the core humanitarian standard and principles	X	X	X
ADM.COR.002.2	Identify ASEAN disaster management and humanitarian assistance legal framework and institutional arrangement	X	X	X
ADM.COR.003.2	Manage Humanitarian and Emergency Response Programme			X
ADM.COR.004.2	Managing and working in a pressured and dynamic environment		X	
ADM.TEC.006.2	Design strategic supply chain and logistics plan			X
ADM.TEC.007.2	Manage humanitarian supply chain and logistics operations			X
ADM.TEC.008.2	Develop supply chain and logistics information management plan			X
ADM.TEC.009.2	Coordinate supply chain and logistics response plan		X	
ADM.TEC.010.2	Coordinate supply chain and logistics operation		X	

ADM.COR.011.2	Implement supply chain and logistics information management plan		X
ADM.COR.012.2	Apply knowledge on humanitarian supply chain and logistics context	X	
ADM.COR.013.2	Apply supply chain and logistics planning process	X	
ADM.COR.014.2	Apply knowledge on supply chain and logistics operation	X	

Unit Title:

Design Strategic Supply Chain and Logistics Plan

Unit Number:

ADM.TEC.006.2

UNIT DESCRIPTOR: This unit deals with skills and knowledge required by a logistics manager to comprehensively execute the humanitarian logistics planning and response process, identify challenges, and set up logistics response operations.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Lead implementation of supply chain strategy and logistical plan

1.1 Convince key humanitarian actors on the importance and effectiveness of coordinated assessment.

1.2 Design supply chain setup to meet surging demands.

1.3 Analyse trends / issues impacting supply chain operations.

Element 2. Establish effective networking with relevant stakeholders

2.1 Identify logistics stakeholders in emergencies.

2.2 Analyse logistics data and information.

2.3 Initiate sharing information mechanism with other actors.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

This unit variables provide advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment.

The objective of this unit is to ensure the participants are able to coordinate with relevant stakeholders, list the different actors with whom they may sit in a coordination meeting, sharing the challenges, mapping the capacities, understand the perspective and motives of the major actors, outline the relationship among AHA Centre and international community including logistic clusters.

Meanwhile the participants should have a broader knowledge on designing a logistics planning process starting from preparedness to response phase, starting from conducting emergency logistics rapid assessment, producing logistics concept of operation and developing an action plan to address the operation.

Element 3. Implement humanitarian response

3.1 Initiate/Lead emergency logistics rapid assessment.

3.2 Produce logistics concept of operation.

3.3 Ensure logistics response plan is implemented.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to identify phases of response (Preparedness, Response & Recovery).
- Ability to apply logistics planning & response mechanism.
- Ability to identify the humanitarian actors and what they do.
- Ability to identify the challenge in coordination.
- Ability to collect and analyse the relevant data.
- Ability to direct emergency logistics rapid assessment.
- Ability to develop concept of operation and logistics action plan.

Linkages to Other Units

This unit is a technical unit for a Logistics Manager and must be delivered with other technical competencies of Logistics Manager. Some aspects in this unit also related directly with technical unit of Logistics Coordinator.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated commitment to identify the stressful situation in the field.
- Demonstrated commitment to identify and manage conflict.
- Demonstrated commitment to identify partners in an objective, transparent and consistent manner, maps the capacity of available current and potential partners.
- Demonstrated commitment to update regular report, establishing reporting mechanisms with partner agencies as an integral part of their reporting, adopting standard format and cover agreed issues in a consistent manner.
- Demonstrated to carry out a real-time evaluation of an emergency operation or humanitarian response, improve the operational decision-making.

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration of working effectively with colleagues and stakeholders either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area or area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by participant
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	3	Respond to the related parties about problems occurring in the field
Communicating ideas and information	3	Provide direction on the work plan to staffs
Planning and organising activities	3	Make an outline of a project
Working with others and in teams	3	Coordinating with related stakeholders
Using mathematical ideas and techniques	2	Preparing project progress reports
Solving problems	3	Provide solutions when misunderstandings occur
Using technology	2	Use communication tools when coordinating with staff

Unit Title:

Manage Humanitarian Supply Chain and Logistics Operations

Unit Number:

ADM.TEC.007.2

UNIT DESCRIPTOR: This unit deals with skills and knowledge required by a logistics manager to manage a supply chain and logistic operation efficiently and effectively in an emergency context.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Identify supply chain and logistic elements and resources

1.1 Identify the resources required to manage an emergency operation.

1.2 Identify important variables: Plan – Execute – Response to manage Operational Management, controlling on variance analysis, corrective actions.

Element 2. Initiate logistics resource mobilization

2.1 Produce transport, storage and distribution plan.

2.2 Ensure the resources are being deployed.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

This unit variables provide advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment.

This unit provides comprehensive knowledge on the responsibilities of a manager during the operational phase, Management elements: Planning – Execute – Manage will be described here.

In Operational Planning & Concept of Operation, the participant should be able to identify logistics elements and the required resources, such as funding, human resources and other operational support activities (sourcing, transport, storage, inventory, distribution and reporting).

During the implementation, the participant should be able to initiate the deployment of logistics resources include producing the transport, storage and distribution plan.

Assessment Guide

The following skills and guide must be assessed as part of this unit:

- Ability to identify scope of planning, execute and manage.
- Ability to produce transport plan.

Element 3. Manage strategic procurement

3.1 Identify factors to consider.

3.2 Introduce strategic sourcing cycles.

3.3 Ensure segregation of duties.

Element 4. Oversee the security management of the logistics response

4.1 Advocate for safety and security for the logistics.

4.2 Plan, Monitor, evaluate and respond to security.

4.3 Establish safety and security protocols.

Element 5. Mitigate fraud and corruption in a supply chain and logistics

5.1 Detect and prevent risks of fraud and corruption in supply chain.

5.2 Establish control mechanisms.

- Ability to produce procurement plan.
- Ability to coordinate the distribution plan with relevant partners.
- Ability to manage the deployment of logistics resources.
- Ability to monitor the timeline of a logistics response operation.
- Ability to design and develop multiple supply chain and logistics plans.
- Ability to manage security and risk of supply chain and logistic.
- Ability to mitigate fraud in supply chain and logistic.

Linkages to other Units

This unit is a technical unit for a **Logistics Manager** and must be delivered with other technical competencies of **Logistics Manager**. Some aspect in this unit also related directly with technical unit of **Logistics Coordinator**.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to manage the deployment of logistics resources.
- Demonstrated ability to monitor the timeline of a logistics response operation.
- Demonstrated ability to design and develop multiple supply chain and logistics plans.
- Demonstrated ability to manage security and risk of supply chain and logistic.
- Demonstrated ability to mitigate fraud in supply chain and logistic.

Context of Assessment

This unit may be assessed on/off the job

- Assessment should include practical demonstration of managing and mobilizing the resources through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observation of practical candidate performance
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	3	Data of logistics resources
Communicating ideas and information	3	Internal communication with Logistics Coordinator
Planning and organising activities	3	Develop storage plan, transport plan, etc.

Working with others and in teams	3	Internal coordination with other units (programme)
Using mathematical ideas and techniques	2	Analysing data
Solving problems	3	Ability to solve the coordination problem with other partners
Using technology	2	Familiar with computer software, smartphone, etc

Unit Title:

Develop Supply Chain and Logistics Information Management Plan

Unit Number:

ADM.TEC.008.2

UNIT DESCRIPTOR: This unit deals with skills and knowledge required by a logistics manager on information management and reporting.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Consolidate data & information

1.1 Analyse key information requirements among stakeholders.

1.2 Establish monitoring & control mechanisms for an effective information management.

Element 2. Create reporting mechanism

2.1 Identify and develop reporting tools.

2.2 Disseminate reports to relevant stakeholders.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variable

These units' variables provide advice to interpret the scope and context of these units of competences. It relates to the unit as a whole and facilitates holistic assessment.

This unit applies for participant to be able to identify the information flow and reporting tools, identifying 4W (Who, What, Where and When), data collection process, manage documentation flow and disseminate to relevant stakeholders.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to identify and develop reporting and information tools.
- Ability to collect relevant data for accurate information.
- Ability to improve documentation flow.
- Ability to produce relevant report.
- Ability to disseminate the information to relevant stakeholders.

Linkages to Other Units

This unit is a technical unit for a Logistics Manager and must be delivered with other technical competencies of Logistics Manager. Some aspects in this unit also related directly with technical unit of Logistics Coordinator.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to identify and develop reporting and information tools.
- Demonstrated ability to collect relevant data for accurate information.
- Demonstrated ability to improve documentation flow.
- Demonstrated ability to produce relevant report.
- Demonstrated ability to disseminate the information to relevant stakeholders.

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration of information management function in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by candidate
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	3	Collecting SitRep from partners
Communicating ideas and information	3	Communication skills with external partners
Planning and organising activities	2	Develop reporting tools
Working with others and in teams	2	Internal and external coordination
Using mathematical ideas and techniques	1	Infographic template
Solving problems	3	Ability to handling media
Using technology	2	Familiar with computer software, smart phone, etc

Unit Title:

Coordinate Supply Chain and Logistics Response Plan

Unit Number:

ADM.TEC.009.2

UNIT DESCRIPTOR: This unit deal with skills and knowledge required for a logistics coordinator to coordinate the implementation of a logistics response plan through engagement with logistics stakeholders and ensure the execution of Concept of Operations.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Apply logistics coordination

1.1 Ensure the effective horizontal and vertical as well as internal and external coordination.

1.2 Identify key stakeholders in emergency operations.

1.3 Whenever relevant, execute civil-military coordination during response.

Element 2. Apply Concept of Operations

2.1 Initiate emergency supply chain and logistics rapid assessment.

2.2 Develop logistic action plan.

2.3 Develop operational control mechanisms.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

The unit variables provide advice to interpret the scope and context of this unit of competence. The participant is expected to have a knowledge to identify the logistics actors (Government authority, UN agencies, local/INGO, commercial logistics providers, etc.), initiate the engagement and establish coordination mechanisms.

The participant for this unit should be able to apply the concept of operation that includes initiating emergency logistics rapid assessment, developing logistics action plan, initiating logistics operation and operate with or in parallel with entities such as the Logistics Cluster.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to engage the logistics actors, including military partners.
- Ability to coordinate logistics stakeholders.
- Ability to conduct emergency logistics rapid assessment and analyse the findings.
- Ability to transform the concept of operation into the logistics action plan.
- Ability to initiate the logistics operation and effectively implement with relevant stakeholders.

Linkages to other Units

This unit is a technical unit for a Logistics Coordinator and must be delivered with other technical competencies of Logistics Coordinator. Some aspect in this unit also related directly with technical unit of Logistics Manager and Logistics Officer.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to engage the logistics actors.
- Demonstrated ability to coordinate logistics stakeholders.
- Demonstrated ability to conduct emergency logistics rapid assessment and analyse the findings
- Demonstrated ability to transform the concept of operation into the logistics action plan.
- Demonstrated ability to initiate the logistics operation and effectively implement with relevant stakeholders.

Context of Assessment

This unit may be assessed on/off the job:

- Assessment should include practical demonstration of coordination function, planning and execution of logistics operation.
- Assessment must relate to the individual's work area or area of responsibility and expertise/skills.

Resource Implications

Training and assessment to include access to a real or simulated data and information; and access to tools and services, standards, procedures, policies, guidelines and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by candidate
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	2	Collecting data from rapid assessment
Communicating ideas and information	2	Coordinate with internal unit
Planning and organising activities	2	Develop action plan
Working with others and in teams	3	Coordinate with Manager and Officer
Using mathematical ideas and techniques	2	Data of relief items
Solving problems	2	How to solve the logistical challenges
Using technology	2	Familiar with computer software, smart phone, etc

Unit Title:

Coordinate Supply Chain and Logistics Operations

Unit Number:

ADM.TEC.010.2

UNIT DESCRIPTOR: This unit deals with skills and knowledge required by a logistics coordinator to understand overall supply chain and logistics operations, focus on the knowledge about implementation of procurement, storage, transportation and site preparation to meet the distribution plan during the response operations.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Implement transport plan

1.1 Coordinate transportation operation.

1.2 Assess fleet availability.

1.3 Establish supply route.

Element 2. Implement storage plan

2.1 Assess storage locations.

2.2 Establish storage requirement.

2.3 Coordinate warehouse management operations.

Element 3. Initiate and implement sourcing and procurement process

3.1 Analyse requirements and prepare sourcing plan.

3.2 Initiate sourcing and procurement process.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

This unit variables provide advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment.

The objective of this unit is to ensure the participants to have a broader knowledge on logistics operation, consideration of procurement options, choosing a storage location, transportation operation, distribution location, leveraging on existing resources, and expected to be fully aware of the challenges to face in logistics.

This unit also expects the participant to have knowledge about warehouse management standards including the identifying the location and space requirement to support emergency operation.

The participant should be able to identify the transport mode (Land, Rail, Water and Air transport), and select suitable fleet to support the preposition of relief item including distribution plan during the emergency operation. In addition, the participant should be able to work with third-party logistics/transport and warehousing vendors, as well as managing and negotiating the contract with such vendors.

Assessment Guide

The following skills and guide must be assessed as part of this unit:

- Ability to identify transport mode.
- Ability to identify logistics infrastructure (port, airport, storage, etc.).
- Ability to identify distribution route.
- Ability to coordinate procurement plan and implementation.
- Ability to identify challenges in logistics operation.
- Ability to apply function of fleet management.
- Ability to apply storage management system and procedures.
- Ability to coordinate the distribution plan with partners.

Linkages to other Units

This is a technical unit for a logistics coordinator and must be delivered together with humanitarian logistics modules.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to identify transport mode.
- Demonstrated ability to identify logistics infrastructure (port, airport, storage, etc.).
- Demonstrated ability to identify distribution route.
- Demonstrated ability to identify last mile delivery routes.
- Demonstrated ability to identify challenges in logistics operation.
- Demonstrated ability to apply function of fleet management.
- Demonstrated ability to apply storage management system and procedures.
- Demonstrated ability to coordinate the distribution plan with partners.

Context of Assessment

This unit may be assessed on/off the job:

- Assessment should include practical demonstration of humanitarian logistics operations through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observation of practical candidate performance
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organizing and analysing information	2	Relief items data
Communicating ideas and information	2	Coordinate with logistics service providers
Planning and organising activities	2	Develop transport plan
Working with others and in teams	2	Coordinate with Manager and officer
Using mathematical ideas and techniques	3	Calculating the transport cost
Solving problems	2	How to deal with local services provider
Using technology	2	Familiar with computer software, smart phone

Unit Title:

Implement Supply Chain and Logistics Information Management Plan

Unit Number:

ADM.TEC.011.2

UNIT DESCRIPTOR: This unit deals with the knowledge, skills, and attitude required by a supply chain and logistic coordinator to plan, coordinate and adapt to dynamic context of emergency operation.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Compile supply chain and logistics data and information

1.1 Identify source of data and information.

1.2 Verify validity of data and information.

Element 2. Produce supply chain and logistics information reports

2.1 Produce regular situation report.

2.2 Create key supply chain and logistic reports.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variable

This unit variables provide advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment.

This unit applies for participant to be able to identify the sources of data (assessment, interview, media) and information and able to validate that information. It is also expected that participants are able to produce regular situation report and logistics operations report such as:

- List of logistics partners
- Consolidate stock movement
- Logistics and infrastructure bottlenecks

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to identify sources of data and information.
- Ability to differentiate between primary and secondary information.
- Ability to verify the validity of data and information.
- Ability to produce logistics information report.
- Ability to disseminate the reports.

Linkages to Other Units

This is a technical unit for a logistics coordinator which provide knowledge on how to collect logistics data and information, analysing and producing the reports, some of skills also related with unit for Logistics Manager.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to identify sources of data and information.
- Demonstrated ability to verify the validity of data and information; including differentiating between primary and secondary information.
- Demonstrated ability to produce logistics information report.
- Demonstrated ability to disseminate the reports.

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration of collecting and validating the information through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observation of practical candidate performance

- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	2	Collecting from various of data sources
Communicating ideas and information	2	Communication skills with external partners
Planning and organising activities	2	Producing regular reports
Working with others and in teams	3	Validating the logistics data
Using mathematical ideas and techniques	2	Calculating the needs
Solving problems	2	Managing various of data from the field
Using technology	2	Familiar with computer software, smart phone, etc

Unit Title:

Apply Knowledge of Supply Chain and Logistics in Humanitarian Context

Unit Number:

ADM.TEC.012.2

UNIT DESCRIPTOR: This unit deals with skills and knowledge required by a logistics officer in order to have a comprehensive understanding on logistics Principles, process and implementation of logistics response operation.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Implement principles of supply chain and logistics

1.1 Identify different roles and characteristics of supply chain and logistics support service in a commercial setting and in a humanitarian context.

1.2 Identify the flow of supply chain.

1.3 Identify key stakeholder in a humanitarian logistics coordination mechanism.

1.4 Identify key supply chain waste and challenges that may occur in a humanitarian context.

Element 2. Implement logistics plan

2.1 Identify planning process in an emergency logistics situation and its importance .

2.2 Identify key concepts in a humanitarian supply chain operation.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

This unit variables provide advice to interpret the scope and context of this units of competence. It relates to the unit as a whole and facilitates holistic assessment.

This unit provides knowledge and advice to understand the principles of logistics in humanitarian context, what logistics roles are as the support service and the challenges it may face. How is the supply chain flow from sourcing to last mile, and who are the stakeholders involve along the process.

The participants should understand the emergency logistics cycles from preparedness, response, recovery and mitigation. The participants also expected to be aware on which phase the logistics planning process will be initiated, and what logistics activities involved in the other phase.

Assessment Guide

The following skills and guide must be assessed as part of this unit:

- Ability to use the principle of logistics.
- Ability to apply the logistics definition.
- Ability to identify the role of logistics.
- Ability to identify the flow of supply chain.

- Ability to identify potential bottle neck which may occur in the supply chain process and what should be done about it.
- Ability to understand emergency logistics cycle.
- Ability to get familiar with logistics planning process.

Linkages to other Units

This unit is a technical unit for a **Logistics Officer** and must be delivered with other technical competencies of **Logistics Officer**. Some aspect in this unit also related directly with technical unit of **Logistics Coordinator**.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to use the principle of logistics.
- Demonstrated ability to apply the logistics definition.
- Demonstrated ability to identify the role of logistics.
- Demonstrated ability to identify the flow of supply chain.
- Demonstrated ability to identify potential bottle neck which may occur in the supply chain process and what should be done about it.
- Demonstrated ability to understand emergency logistics cycles.
- Demonstrated ability to get familiar with logistics planning process.

Context of Assessment

This unit may be assessed on/off the job:

- Assessment should include practical implementation of the knowledge about logistics principles and humanitarian logistics through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observation of practical participants
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organizing and analysing information	1	Collecting data of logistics infrastructures
Communicating ideas and information	1	Sharing information on regular meeting
Planning and organizing activities	2	Organizing field assessment
Working with others and in teams	1	Coordination with logistics coordinator and other units

Using mathematical ideas and techniques	1	Calculating transport distance
Solving problems	2	Dealing with field stakeholders
Using technology	2	Familiar with computer software, smartphone

Unit Title:

Apply Supply Chain and Logistics Planning Process

Unit Number:

ADM.TEC.013.2

UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to collect information, identify local resources and its capacities for the sake of further logistics planning and general knowledge on logistics rapid assessment.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Conduct emergency logistics assessment

1.1 Identify assessment classification, processes, and objectives.

1.2 Identify data collection methodology.

1.3 Identify requirements and scope for emergency logistics assessment.

Element 2. Familiarize logistics concept of operations & action plan

2.1 Identify the scopes and objectives of Concept of Operation.

2.2 Create key supply chain and logistic reports.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variable

This unit variables provide advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment.

This unit provides advice and knowledge for the logistics officer on what logistics capacity assessment is, types of logistics assessment, why it is important to be conducted and how it must be conducted.

This is an important module which enlighten the logistics officer on the importance of having all the correct information related to the logistics infrastructure, service forwarder, geographical condition and all information related to logistics in preparing a logistics planning process.

The participants should have knowledge and familiarity with supply chain and logistics concept of operation and how to transform concept into an action plan.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to identify the type and scopes of assessments.

- Ability to identify information which must be collected at the time of conducting a logistics assessment.
- Ability to analyse logistics business process.
- Ability to provide accurate information from the assessment to support logistics planning process.
- Ability to identify potential bottleneck and propose alternate solution.

Linkages to Other Units

This is a core unit for a logistics officer which gives knowledge for a logistics officer on how to conduct an emergency logistics assessment, this modules links to mechanism of response in humanitarian logistics and the logistics planning.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to identify the type and scopes of assessments.
- Demonstrated ability to identify information which must be collected at the time of conducting a logistics assessment.
- Demonstrated ability to analyse logistics business process.
- Demonstrated ability to provide accurate information from the assessment to support logistics planning process.
- Demonstrated ability to identify potential bottleneck and propose alternate solution.

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical implementation of knowledge related to emergency logistics assessment, logistics concept of operation and planning process through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area of responsibility.

Resource Implications

Training and assessment to include access to a real workplace and observing how a warehouse operation is conducted, guidelines, protocols, tools and equipment are used.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observation of practical candidate performance
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	2	Data collection during the assessment
Communicating ideas and information	2	Dealing with logs partners during the assessment
Planning and organising activities	2	Develop assessment plan
Working with others and in teams	2	Coordinate with logs coordinator

Using mathematical ideas and techniques	2	Calculating the data
Solving problems	2	Dealing with ad hoc request from management
Using technology	2	Familiar with computer software, smart phone, etc

Unit Title:

Apply Knowledge on Supply Chain and Logistics Operation

Unit Number:

ADM.TEC.014.2

UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to understand storage and transport management, it provides all the information, knowledge and skills to supervise emergency logistics operation undertaken by local authority.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Apply warehouse management

1.1 Identify basic storage and inventory management processes.

1.2 Identify logistics hub operations, it's costing and risks.

Element 2. Apply transport management

2.1 Identify characteristics of each transport mode (Road, Rail, Water, Air and multi-modal Transport).

2.2 Identify transport challenges, and typology of transport network, and consideration factors.

2.3 Identify Fleet Management processes.

2.4 Identify custom clearance mechanism.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

This unit variables provide advice to interpret the scope and context of this units of competence. It relates to the unit as a whole and facilitates holistic assessment.

This unit provides advices and knowledge on transport and warehouse management for a logistics officer who will be the front liner to supervise a logistics operation.

Warehouse Management section will ensure the logistics officer able to supervise the warehouse operation in an effective manner based on the rules and regulation of the organisation.

This unit provides clear advice and knowledge to run a humanitarian warehouse operation, how to handle the relief aids, what the responsibilities of a storekeeper, warehouse activity, warehouse maintenance and cleanliness of the warehouse, quality and quantity control, pest management and introduction to relevant warehouse forms and report.

Meanwhile on Introduction to Transport: Types of transport selection, geographical conditions of the transport access and consideration in selecting the mode of transport: land, air and sea will be elaborated here to give a clear picture for a logistics officer of the roles and importance of

transport management in providing a speedy (Effective and Efficient) cargo or relief aids movements. In addition to that, Logistics Officer to have basic knowledge on custom clearance mechanism applied for respective country.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to supervise warehouse operations.
- Ability to identify hub operations.
- Ability to identify types of transport mode.
- Ability to analyse operational requirements, supply network typology when deciding which mode of transport to be selected.
- Ability to identify characteristics of different mode of transport, including multi-modal transport.
- Ability to identify key sourcing and procurement concepts, and involved processes.
- Ability to identify the challenges in national and international movement.
- Ability to identify customs formalities.

Linkages to other Units

The warehouse and transport modules are technical modules for a logistics officer, and these modules are linked to the modules of logistics principles and humanitarian logistics.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to supervise warehouse operations.
- Demonstrated ability to identify hub operations.
- Demonstrated ability to identify types of transport mode.
- Demonstrated ability to analyse operational requirements and typology network and justify decision on transport mode selection Demonstrated ability to identify characteristics of different mode of transport.

- Demonstrated ability to identify key procurement processes.
- Demonstrated ability to identify the challenges in national and international movement.
- Demonstrated ability to identify customs formalities.

Context of Assessment

This unit may be assessed on/off the job:

- Assessment should include practical implementation of logistics knowledge on warehouse and transport management through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area of responsibility.

Resource Implications

Training and assessment to include access to a real workplace and observing how a warehouse operation is conducted, guidelines, protocols, tools and equipment are used.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observation of practical candidate performance
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organizing and analysing information	2	Supervise warehouse activities
Communicating ideas and information	2	Coordinate with warehouse staff
Planning and organising activities	2	Create transport plan
Working with others and in teams	2	Coordinate with service provider
Using mathematical ideas and techniques	2	Calculating the food requirement
Solving problems	2	Dealing with government bureaucracy
Using technology	2	Familiar with computer software, smart phone, etc.

Overview of Information Management Occupations

UNIT NUMBER	UNIT / MODULE TITLE	OCCUPATIONAL LEVEL		
		Officer	Coordinator	Manager
ADM.COR.001.2	Apply the core humanitarian standard and principles	X	X	X
ADM.COR.002.2	Identify ASEAN disaster management and humanitarian assistance legal framework and institutional arrangement	X	X	X
ADM.COR.003.2	Manage Humanitarian and Emergency Response Programme			X
ADM.COR.004.2	Coordinate emergency operations in dynamic and complex environment		X	
ADM.TEC.015.2	Develop Information Management Strategy			X
ADM.TEC.016.2	Operationalize Information Management Strategy for Emergency Operation		X	X
ADM.TEC.017.2	Conduct Information Management Continuum		X	X
ADM.TEC.018.2	Produce Information Management Products	X	X	
ADM.TEC.019.2	Identify Source of Humanitarian Data and Information	X		
ADM.TEC.020.2	Identify Information Management Tools and Services	X		

Unit Title:
Develop Information Management Strategy

Unit Number:
ADM.TEC.015.2

UNIT DESCRIPTOR: This unit deals with the skills, knowledge, and ability for an information management or emergency operation manager to develop information management strategy and governance.emergency context.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Identify components of data and information strategy

1.1 Develop data and information management strategy.

1.2 Establish and monitor data governance.

Element 2. Identify resources and capacity of information management unit

2.1 Identify information management unit activities.

2.2 Determine the time periods for the activities.

2.3 Manage resource allocation for information management units.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

The unit variables provide advice to interpret the scope and context of this unit of competence. An information/data management strategy is a plan that defines the purposes, outputs, time frames and responsibilities for all operational information systems in an emergency.

The information/data management strategy will provide a broad overview of how information systems relate to one another and which organizations are stakeholders in which systems, allowing the Information Manager to better coordinate information.

The strategy will also help identify whether there are information gaps or redundancies between systems.
These units may include:

- Information management system that refers to the processing of information through computers and other devices.
- Information tools and services is an essential list of tools and services provided by information management unit/personnel— for all phases of humanitarian response and preparedness work.
- Information products derived from tools and services provided.
- Roles and responsible on information management during the humanitarian situation.

Assessment Guide

The following skills and guide must be assessed as part of this unit:

- Ability to understand the component of information management strategy.
- Ability to use the available resources to design and maintain the information management strategy.
- Ability to identify the need(s) of information management strategy in different phases of situation.
- Ability to communicate effectively on the information management strategy to range of people relevant to position and role.

Linkages to other Units

This is a core unit that underpins effective performance in all other units related to the Emergency Operation Centre (EOC). Combined training and assessment may be appropriate

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to apply technical skills in information management works related issues.
- Demonstrated ability to design and implement the information management strategy to others.
- Demonstrated ability to communicate the information management strategy to other Stakeholders.

Context of Assessment

This unit may be assessed on/off the job

- Assessment should include practical demonstration of design and planning the information management strategy.
- Assessment must relate to the individual's work area or area of responsibility and expertise/skills.

Resource Implications

Training and assessment to include access to a real or simulated data and information; and access to tools and services, standards, procedures, policies, guidelines and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by candidate
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	3	Identify information management unit activities
Communicating ideas and information	2	Apply data management into strategy
Planning and organising activities	3	Determine the time periods activities

Working with others and in teams	3	Include data governance as part of strategy
Using mathematical ideas and techniques	2	Manage data governance
Solving problems	3	Manage redundancies between systems
Using technology	2	Using technology to support information management

Unit Title:

Coordinate Information Management Strategy for Emergency Operation

Unit Number:

ADM.TEC.016.2

UNIT DESCRIPTOR: This unit deals with the skills, knowledge, and ability to manage and coordinate information management strategy for emergency field operations in an integrated, interoperable, and connected manner with or within the NDMOs.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Identify information management capacity

1.1 Agreed terms of reference.

1.2 Identify related skills needed.

1.3 Availability of human resources.

Element 2. Managing data and information

2.1 Identify the Information system.

2.2 Identify information flow.

2.3 Mindful of differences of information product cycles within the humanitarian system and NDMOs' EOCs.

2.4 Integrate and uniform relevant data between each AMS, AHA Centre, and NDMOs to establish interoperability and connection.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

The unit variables provide advice to interpret the scope and context of this unit of competence how to operationalize information management strategy for emergency field operations.

This unit may include:

- Information management unit core functions
- Roles and responsibilities
- Skill sets
- Tools and services
- Product

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to identify the needs and capacity of Information unit based on situation and capacities on the ground.
- Ability to use the available resources to build and maintain high quality standard on information management continuum process.
- Ability to identified the information management system and products needed.

Linkages to Other Units

This is a core unit that underpins effective performance in all other units. Combined training and assessment may be appropriate.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to apply technical skills in information management works related issues.
- Demonstrated ability to use effective data and information management skills to build products and communicate the results to others.
- Demonstrated ability to manage a team and design an information system.

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration of information management continuum, the use of tools and services, managing team, design the information system and the strategy.
- Assessment on the knowledge related to information management (including, policy, guidelines and best practices on global and regional).
- Assessment must relate to the individual's work area or area of responsibility and expertise/skills.

Resource Implications

Training and assessment to include access to a real or simulated data and information; and access to tools and services, standards, procedures, policies, guidelines and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by candidate
- Oral and written questions

- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	2	Identifying information flow
Communicating ideas and information	2	Identifying related skills needed
Planning and organising activities	1	Agreeing terms of reference
Working with others and in teams	1	Collaborating with other informatics personnel
Using mathematical ideas and techniques	0	n/a
Solving problems	1	Identifying the information system
Using technology	1	Using telecommunication equipment

Unit Title:
Conduct Information Management Continuum

Unit Number:
ADM.TEC.017.2

UNIT DESCRIPTOR: This unit deals with the skills, knowledge, and ability to coordinate and conduct information management continuum.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Identify Information Management Continuum

1.1 Collect and maintain data.

1.2 Apply policy and standard on data processing.

1.3 Conduct analysis.

1.4 Dissemination of data and information products.

Element 2. Identify roles and responsibility of humanitarian actors related to information management

2.1 Identify roles of responsibility of AHA Centre.

2.2 Identify roles and responsibility of NDMOs and LDMOs.

2.3 Identify roles and responsibility of international and national clusters and actors.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

The unit variables provide advice to interpret the scope and context of this unit of competence. How the information continuum feeds into reporting and public information.

This unit may include:

- The methods and sources of collection
- Works behind the processing and collation of data
- Steps in analysis
- Disseminate the information

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to collect and maintain data in different format.
- Ability to use the available resources to build and maintain high quality standard on data processing and data analysis.
- Ability to identify the need(s) of others in terms of data and information collation.
- Ability to apply internal and global standard on information management continuum.

Linkages to Other Units

This is a core unit that underpins effective performance in all other units. Combined training and assessment may be appropriate.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to apply technical skills in information management works related issue.
- Demonstrated ability to use standard and policies through the information management continuum.
- Demonstrated ability to understand and familiar with global and regional standard on data and information.

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration of information management continuum related issues speciality related to policy and guidelines available.
- Assessment must relate to the individual's work area or area of responsibility and expertise/skills.

Resource Implications

Training and assessment to include access to a real or simulated data and information; and access to tools and services, standards, procedures, policies, guidelines and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by candidate
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	3	Information management continuum
Communicating ideas and information	2	Dissemination of data and information products
Planning and organising activities	2	Roles and responsibility of humanitarian actors related to Information management
Working with others and in teams	1	Apply policy and standard on data processing
Using mathematical ideas and techniques	0	n/a
Solving problems	1	Conduct analysis
Using technology	1	Using telecommunication equipment

Unit Title:
Produce Information Management Products

Unit Number:
ADM.TEC.018.2

UNIT DESCRIPTOR: This unit deals with the skills, knowledge, and ability to coordinate, analyse and produce information management products.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Identify information management products during humanitarian operation

1.1 Identify data and information to be used.

1.2 Identify information products needs.

Element 2. Identify information management products during non-humanitarian operation

2.1 Identify data and information to be used.

2.2 Identify information products needs.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

The unit variables provide advice to interpret the scope and context of this unit of competence. How to analyse and produce information management products.

These units may include introduction of information products that can be produced during the humanitarian response:

Risk profiling
To identify where crises requiring assistance could possibly occur and analyses this risk to enhance humanitarian preparedness.

Humanitarian gap analysis
To identity the differences between the desired state and the actual state, in order to determine if corrective action needs to be taken.

- Prioritizing ranking should align with assessment efforts.
- Identifying geographic areas that needs to be priority in terms of response and aid distribution.
- Mapping the most affected areas, to provide humanitarian responders with accurate objective.
- Producing catalogues and standard. The information management product/service catalogue is a preparedness template to

record tools and services, data, and files/templates.
- Compile and identify standard products to ensure and be used by partners and clients.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to identify the information products for different phase of emergency.
- Ability to identify the data and information.
- Ability to use technology, including hardware and software for analysis purposed.
- Ability to build product standardization that meets the high standard of information products.

Linkages to Other Units

This unit underpins effective performance in all units related to information management strategy. Combined training and assessment may be appropriate.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to apply technical skills in information management works related issues.
- Demonstrated ability to analyse data using current technology (including hardware and software).
- Demonstrated the knowledge on standard information management products of humanitarian response.
- Demonstrated capability to develop information management product based on information product standard.

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration of analysed capabilities and products standardisation.

- Assessment must relate to the individual's work area or area of responsibility and expertise/skills.

▶ Resource Implications

Training and assessment to include access to a real or simulated data and information; and access to tools and services, standards, procedures, policies, guidelines, and equipment.

▶ Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by participants
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	2	Identifying data and information to be used
Communicating ideas and information	1	Developing information product understandable

Planning and organising activities	**1**	Identifying information products needs
Working with others and in teams	**1**	Collaborating with information management human resources
Using mathematical ideas and techniques	**0**	Identifying data and information gaps
Solving problems	**1**	Analysing humanitarian gaps
Using technology	**1**	Using telecommunication technologies

Unit Title:

Identify Source of Humanitarian Data and Information

Unit Number:

ADM.TEC.019.2

UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to understand what information management tools and services is to support humanitarian response and preparedness coordination.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Identify source of humanitarian data and information

1.1 Identify the global sources of data and information.

1.2 Identify the regional sources of data and information.

1.3 Identify the countries sources of data and information.

Element 2. Identify data on preparedness and early warning

2.1 Identify on early warnings system.

2.2 Identify preparedness datasets on country and regional level.

2.3 Identify on information management products.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

The unit variables provide advice to interpret the scope and context of this unit of competence. Access of the current and curated information tools, services, and systems to support humanitarian response and preparedness coordination. It's the authoritative reference for EOC, information management tools and systems.

Information management continuum consist of collection, compile/processing, analysis and dissemination of data and information.

The tools and services are an essential part of every Information Management Officer's packing list - for all phases of humanitarian response and preparedness work. It relates to the unit as a whole and facilitates holistic assessment and may include:

Common and Fundamental Operational Datasets:

- **The Common Operational Datasets (CODs)** are critical datasets that are used to support the work of humanitarian actors across multiple sectors. They are considered a de facto standard for the humanitarian community and should represent the best-available datasets for each theme.

- **Fundamental datasets**
  are Datasets that are relevant to a humanitarian operation. More specific to a particular sector or is not part of COD.

- **Geographic Information System**
  Geographic Information System is a system designed to capture, store, manipulate, analyse, manage, and present spatial or geographic data.

- **Mapping products**
  Different type of mapping products.

- **Contact Lists:**
  Managing contact list. The contact list can provide an overview of organizational presence and can allow individuals and groups to connect and coordinate.

- **Meeting Schedule**
  Meeting schedule is a basic but important tool for humanitarian response coordination. It is essential service that can enabling and provide way to exchange information, identify partnerships and move ahead with the response.

- **Who Does What Where (3W)**
  The purpose of 3W is to show our outlined the operational presence by sector and location within an emergency. It can enable organizations to help identify potential partners, understanding of an ongoing response, and identify potential overlaps or gaps in response.

- **Assessment registry**
  Assessment registry provides a way for organizations to share the details and results of humanitarian assessments. The Assessment Registry provides this service so agencies can discover assessments that have already been undertaken and avoid unnecessary survey fatigue.

Aware of information management requirements and contribution for being able to support the response and decision-making process.
Information management service is divided into two, one is technical services through the information management continuum and the other is non-technical services.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to apply the principles of effective Information management continuum.
- Ability to identify the need(s) of others in terms of data and information collation.
- Ability to understand and differentiate the use of information management tools and services.
- Ability to identify and maximize the use of tools and services provided.

Linkages to Other Units

This is a core unit that underpins effective performance in all other units. Combined training and assessment may be appropriate.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to apply technical skills in information management works related issues.
- Demonstrated ability to use effective data and information management skills to help make products and communicate the results to others.
- Demonstrated ability to explain and understand the information management tools to stakeholders.
- Demonstrated ability to communicate the results and the products with other stakeholders.
- Demonstrated commitment to provide services to other stakeholders.
- Demonstrated ability to identify data and information management requirements during crisis and preparedness.

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration of information management continuum and the use of tools and services, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area or area of responsibility and expertise/skills.

Resource Implications

Training and assessment to include access to a real or simulated data and information; and access to tools and services, standards, procedures, policies, guidelines and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by candidate
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	3	Identifying information management
Communicating ideas and information	2	Services to help the coordination among stakeholders
Planning and organising activities	2	Identifying common IM tools in humanitarian response operations
Working with others and in teams	1	Collaborating with other services based on the needs and requirements
Using mathematical ideas and techniques	0	n/a
Solving problems	0	Identifying the most appropriate solutions
Using technology	1	Technical services

Unit Title:

Identify Information Management Tools and Services

Unit Number:

ADM.TEC.020.2

UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to identify and classifying credible and accurate source of information.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Identify information management tools

1.1 Identify information management.

1.2 Identify common information management tools in humanitarian response operations.

1.3 Aware of Information Management requirements.

Element 2. Identify information management services

2.1 Identify technical services.

2.2 Services to help the coordination among stakeholders.

2.3 Other services based on the needs and requirements.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

The unit variables provide advice to interpret the scope and context of this unit of competence. Help to identify and classifying credible and accurate source of information to be used for coordination and preparedness work.

The source of information may include:

a. **Humanitarian Data Exchange (HDX)**
Humanitarian data exchange (HDX), a new data sharing platform that encompasses the best standards in data collection, offering access to useful and accurate data.

b. **Humanitarianresponse.info**
A specialised digital service of the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) provided to the community as part of OCHA's responsibility under the Inter- Agency Standing Committee's Operational Guidance on Responsibilities of Cluster/Sectors & OCHA in Information Management.

c. **Relief web**
Relief Web is the leading humanitarian information source on global crises and disasters. It is a specialized digital service of the UN Office for the Coordination of Humanitarian Affairs (OCHA).

a. **Index for Risk Management (INFORM)**
INFORM is a global, open-source risk assessment for humanitarian crises and disasters. It can support decisions about prevention, preparedness and response.

b. **Virtual Ossoc**
The on-Site Operations Coordination Centre (OSOCC) concept was originally developed by OCHA and the International Search and Rescue Advisory Group network. It was designed to assist affected countries in coordinating international search- and-rescue efforts following an earthquake.

c. **ACAPS**
ACAPS is a non-profit, non- governmental project established in 2009 with the aim of supporting the humanitarian community with all aspects of humanitarian needs assessments.

d. **DRMS**
ASEAN Disaster Monitoring and Response System (DMRS). The system provides the emergency operations centre with streams of hazard data on events such as earthquakes, floods, tsunamis, forest fires, and other natural disasters from all over ASEAN, combining them into one interface which will be used to enhance disaster monitoring and decision making.

e. **WebEOC**
Web-based Emergency Operations Centre (WebEOC) is one of our tools to communicate with 10 Member States during emergency to create a clearer line of communications.

f. **ERAT**
ASEAN-Emergency Rapid Assessment Team (ASEAN- ERAT), The primary objective of the ASEAN-ERAT deployment is to support ASEAN Member States affected by disasters in the initial phase of disasters, to conduct:

a. rapid assessments, coordinate with local authorities for the deployment of regional disaster management assets and provide logistics support to the affected countries for receiving humanitarian goods and assistance to the disaster affected areas.

b. **AHA Centre tools and services** to support the coordination and response among the member states.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to identify and classifying credible and accurate sources of information on global, regional and country level.
- Ability to use the available resources data and information to make and maintain high quality standard on data processing and data analysis.
- Ability to identify the need(s) of others in terms of data and information collation.
- Ability to identify potential information products from the data availability.
- Ability to support other information management activities.

Linkages to Other Units

This is a core unit that underpins effective performance in all other units. Combined training and assessment may be appropriate.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to apply technical skills in information management works related issues.
- Demonstrated ability to use effective data and information management skills to make products and communicate the results to others.
- Demonstrated ability to communicate the results and the products with other stakeholders from diverse backgrounds.

- Demonstrated ability to understand data and information needs during the preparedness and response.

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration of information management continuum focus on data collection and processing, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area or area of responsibility and expertise/skills.

Resource Implications

Training and assessment to include access to a real or simulated data and information; and access to tools and services, standards, procedures, policies, guidelines and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case study
- Observing of practical performance by candidate
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	2	Identifying preparedness datasets on country and regional level
Communicating ideas and information	0	Coordinating with other relevant stakeholder
Planning and organising activities	2	Aware on information management products
Working with others and in teams	2	Identifying source of data and information
Using mathematical ideas and techniques	0	n/a
Solving problems	0	Identifying the most appropriate solutions
Using technology	1	Aware on early warnings system

Overview of Water, Sanitation, and Hygiene Occupations

UNIT NUMBER	UNIT / MODULE TITLE	OCCUPATIONAL LEVEL			
		Engineer	Promoter	Coordinator	Manager
ADM.COR.001.2	Apply the core humanitarian standard and principles	X	X	X	X
ADM.COR.002.2	Identify ASEAN disaster management and humanitarian assistance legal framework and institutional arrangement	X	X	X	X
ADM.COR.003.2	Manage Humanitarian and Emergency Response Programme				X
ADM.COR.004.2	Coordinate emergency operations in dynamic and complex environment			X	
ADM.TEC.021.2	Conduct In-Depth Analysis on WASH in Humanitarian Settings				X
ADM.TEC.022.2	Deliver Strategic Direction on WASH				X
ADM.TEC.023.2	Develop Strategy to Link Relief, Recovery, and Development				X
ADM.TEC.024.2	Analyse the Developing Humanitarian Situation Related to WASH			X	

ADM.TEC.025.2	Supervise the Implementation of WASH Programme			X
ADM.TEC.026.2	Provide Technical Guidance to Partners and Stakeholders			X
ADM.TEC.027.2	Provide technical assistance on core public health promotion and behaviour change concepts		X	
ADM.TEC.028.2	Provide Technical Guidance on Core Public Health Engineering Concepts	X		
ADM.TEC.029.2	Capable to Work with the Affected Community for WASH Programme	X	X	
ADM.TEC.030.2	Monitor an Ongoing WASH Programme	X	X	

Unit Title:

Conduct In-Depth Analysis on WASH in Humanitarian Settings

Unit Number:

ADM.TEC.021.2

UNIT DESCRIPTOR: This units deals with the skills and knowledge required to design and plan a project in a range of issues within WASH in emergencies.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Identify appropriate standards and practices related to public health in emergencies

1.1 Adapt international and regional standards to be appropriate for the context.

1.2 Incorporate WASH intervention to other sectors.

1.3 Identify the specific needs of at-risk groups or the most vulnerable.

Element 2. Integrate early recovery and disaster risk reduction approaches in building community resilience as components of WASH programme

2.1 Conduct risk analysis using appropriate data and techniques.

2.2 Implement disaster risk reduction and preparedness measures to build resilience and capacity to response.

2.3 Incorporate early recovery strategy into WASH programme design.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

This unit variables provide advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment.

This unit applies to designing and planning a project dealing with a wide range of issues related to public health and may include:

International humanitarian standards related to WASH may include, but not limited to:

- Sphere standards
- Relevant WHO guidelines
- Relevant global WASH cluster guidelines
- Other guidelines from various institutions, such as UNICEF, Médecins sans Frontières,
- Oxfam GB, RedR, and Practical Action

WASH intervention may include:

- Hygiene promotion
- Water supply
- Excreta disposal
- Vector control
- Solid waste management
- Drainage

Element 3. Lead a WASH needs assessment as part of a multi-sector programme

3.1 Select appropriate assessment type based on the situation and the agreed timeline.

3.2 Develop contextualised WASH assessment tools.

3.3 Design need assessment work plan.

3.4 Analyse data collected from the need assessment.

3.5 Develop recommendations for WASH programme and produce need assessment report.

Linkage with other sectors may include:

- Rapid Assessment
- Emergency Operation Centre, including Information Management
- Logistics
- Shelter and Non-Food Item
- Food Security and Nutrition
- Education
- Protection, including protection of children and women
- Camp coordination and Camp management
- Health

At-risk groups or the most vulnerable are groups or individuals that are more vulnerable compare to others due to individual factors such as their age (particularly the very young and very old), illness (especially people with chronic illness), gender, as well as social factors and culture and many others. But individual factors alone do not automatically increase risk. Assess the social and contextual factors that contribute to vulnerability, such as discrimination and marginalisation (e.g. low status and power of women and girls); social isolation; environmental degradation; climate variability; poverty; lack of land tenure; poor governance; ethnicity; class or caste; and religious or political affiliations. in most disaster situation, at-risk groups or the most vulnerable groups may include:

- Children (boys and girls), especially young children
- Women, especially pregnant and lactating mothers
- Elderlies
- People with disabilities
- People with chronic illness (e.g. people living with HIV/ AIDS, TBC, cancer, people with incontinence).

It is important to note that a particular group cannot be generalized to be labelled as the most vulnerable in all conditions and locations. For example, a young girl with responsible parents with high capacity may be less vulnerable compare to adolescent boy that is separated from his parents.

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

Early Recovery (ER) is an approach that addresses recovery needs that arise during the humanitarian phase of an emergency; using humanitarian mechanisms that align with development principles.
Measures of WASH in Emergency, including components of Disaster risk reduction and Early recovery should also consider climate risks, including the assessment, programming, planning, implementation.

Appropriate assessment type includes:

- Rapid assessment
- Multi-agencies need assessment
- In-depth assessment.

Assessment Guide

The following skills and guide must be assessed as part of this unit:

- Ability to identify key issues related to public health in emergencies according to situation, context, and location.
- Ability to identify all factors that impact on the planning and designing a WASH in emergency intervention for large scale emergencies.
- Ability to design and plan an in-depth assessment related to WASH for large scale emergencies.
- Ability to develop an effective WASH strategy incorporating early recovery and disaster risk reduction approaches and measures.

Linkages to Other Unit

This unit is a core unit for a WASH Manager and must be delivered with other technical competencies of WASH Manager.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to identify key issues related to public health in emergencies.
- Demonstrated ability to identify all factors that impact on the planning and designing a WASH in emergency intervention for large scale emergencies.
- Demonstrated ability to design and plan an in-depth assessment related to WASH for large scale emergencies.
- Demonstrated ability to develop an effective WASH strategy incorporating early recovery and disaster risk reduction approaches and measures.
- Demonstrated ability to consider a range of innovative measures when developing a WASH in emergency strategy.

Context of Assessment

This unit may be assessed on/off the job:

- Assessment should include practical demonstration to design a complex and large-scale project on WASH in emergency setting either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area of responsibility.

Resource Implication

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools, and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by candidate
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	3	Managing WASH need assessment
Communicating ideas and information	3	Disseminating WASH need assessment report
Planning and organising activities	3	Determine the time periods activities
Working with others and in teams	3	Planning for in-depth assessment
Using mathematical ideas and techniques	2	Calculate the needs of the affected community

Solving problems	3	Identifying key issues on WASH and finding solutions to address it
Using technology	2	Using application and technology to support need assessment

Unit Title:

Deliver Strategic Direction on WASH

Unit Number:

ADM.TEC.022.2

UNIT DESCRIPTOR: This units deals with the skills and knowledge required to lead, manage and monitor a WASH project in any emergency settings.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Lead emergency WASH programmes

1.1 Oversee geographically dispersed teams to ensure coherent and consistent programming.

1.2 Provide technical and policy advice on WASH sectoral response and its strategies, planning, implementation and monitoring.

1.3 Incorporate broader organisational policy/advocacy issues into programme design and planning.

1.4 Provide joint technical leadership and coordination with colleagues from other sectors in emergency response programmes.

1.5 Develop response strategies, plans and capacities to reach target population with culturally appropriate and gender sensitive interventions.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

This unit variables provide advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment.

This unit applies to leading and managing a project dealing with a wide range of issues related to public health and may include:

WASH intervention may include:

- Hygiene promotion
- Water supply
- Excreta disposal
- Vector control
- Solid waste management
- Drainage

Culturally appropriate means that projects should be designed, wherever possible, to accommodate and respect helpful cultural, spiritual, and traditional practices regarded as important by the local people. For example, the selection of items within a hygiene kit, choice of water and anal cleansing methods, and menstrual care items.

Gender sensitive refers to that all programmes are designed to build on local capacity and do not undermine women's girls', boys', and men's own coping or other strategies (IASC, 2006).

1.6 Identify coping mechanisms of the affected people.

1.7 Promote community engagement, and as appropriate, for participation in planning, construction, operation, and maintenance, as well as monitoring and evaluation of WASH facilities and services.

Element 2. Design an effective and efficient WASH monitoring strategy and plan

2.1 Develop context specific WASH indicators.

2.2 Identify appropriate means of verification and data source.

2.3 Develop monitoring work plan.

2.4 Produce internal and external report.

Element 3. Represent and advocate on WASH issues to the related stakeholders

3.1 Lead country level WASH coordination and implementation strategy.

3.2 Establish effective links with other clusters or sectoral coordination platforms that are relevant to the WASH programming.

3.3 Consolidate WASH programme data for presentation to the country level WASH Cluster.

Community engagement means that local people should be supported to be included as key partners in developing strategies related to their assistance and protection and, if appropriate, participate during all stages of the programme cycle according to their needs, priorities, and local context. the extent to which people participate, and how they do so, will be determined by how recently the disaster occurred and by the physical, social and political circumstances (Sphere, 2011; UNHCR, 2008).

According to Sphere (2011) key WASH indicators on WASH programme design and implementation are:

- All groups within the affected population have safe and equitable access to WASH resources and facilities, use the facilities and take action to reduce the public health risks.
- All WASH staff communicate clearly and respectfully with those affected and share project information openly with them, including knowing how to answer questions from community members about the project.
- There is a system in place for the management and maintenance of facilities as appropriate, and different groups contribute equitably.
- All users are satisfied that the design and implementation of the WASH programme have led to increased security and restoration of dignity.

These WASH indicators on WASH program design and implementation should refer to the latest version of the Sphere handbook.

Means of verification may include monitoring report, meeting minutes, digital documentation (audio recording, photos and/ or videos), external reports, and health records. These documents may

3.4 Lead to policy advocacy at the national level.

3.5 Provide support to technical staff on advocacy at the sub-national and local level.

Element 4. Establish partnership with key partners on WASH

4.1 Conduct stakeholder analysis.

4.2 Develop WASH partnership strategy, including to increase capacity to response.

4.3 Identify the right partners to support WASH programme implementation.

4.4 Manage partner contracts and relations.

4.5 Perform capacity building measures for partners according to the organisation's needs.

be sourced from internally and/ or from external sources such as government institutions, NGOs, media, private sector, and research institutions.

Advocacy is a set of organised activities designed to influence the policies and actions of others to achieve positive changes for people's lives based on the experience and knowledge of working directly with the communities and the people who seek to assist them.

Principles of advocacy are:
- Best interest of the affected population
- Evidence based
- Rights-based
- Partner focused
- Context specific

Partnership has the following elements:
- It is a relationship between groups
- A mutual cooperation and responsibility
- Established to achieve a specific goal

Key partners may be different depending on location, context, and governance structure. This may include local and national NGOs, government institutions (national, sub-national, and/ or local level), private sector, media agencies, and research institutions. Linkage with other clusters may include:

- Logistics
- Shelter and non-food Item
- Food Security and Nutrition
- Education
- Protection, including protection of children and women
- Camp coordination and camp management
- Health

Capacity development measures may include:

- Classroom-based training
- On-the-job training
- Online learning/computer-based training
- Benchmarking visit, observational trips
- Conferences, workshops, and seminars
- Coaching and mentoring

Assessment Guide

The following skills and guide must be assessed as part of this unit:

- Ability to lead a team of WASH professionals in response to large scale emergencies.
- Ability to identify public health issues in relation to other sectors as well as other cross-cutting issues.
- Ability to develop detail implementation plan for WASH programming, including the monitoring framework, for large scale emergencies.
- Ability to identify key indicators for WASH programme.
- Ability to design internal controls mechanism to ensure transparency and accountability for large scale emergencies.
- Ability to identify key advocacy issues on WASH at the national level.
- Ability to communicate effectively with a range of people relevant to position and role at the national level.
- Ability to work in humanitarian coordination mechanism with international, regional, and national actors.
- Ability to identify the most appropriate approach to engage with community.
- Ability to assess practices related to culture, tradition, and socio-economy factors that influence WASH programming.
- Ability to design capacity development programme for staff and partners.

Linkages to Other Unit

This unit is a core unit for a WASH Manager and must be delivered with other technical competencies of WASH Manager.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to lead a team of WASH professionals in response to large scale emergencies.
- Demonstrated ability to identify public health issues in relation to other sectors as well as other cross-cutting issues.
- Demonstrated ability to develop detail implementation plan for WASH programming, including the monitoring framework, for large scale emergencies.
- Demonstrated ability to identify key indicators for WASH programme.
- Demonstrated ability to design internal controls mechanism to ensure transparency and accountability for large scale emergencies.
- Demonstrated ability to identify key advocacy issues on WASH at the national level.
- Demonstrated ability to communicate effectively with a range of people relevant to position and role at the national level.
- Demonstrated ability to work in humanitarian coordination mechanism with international, regional, and national actors.
- Demonstrated ability to identify the most appropriate approach to engage with community.
- Demonstrated ability to assess practices related to culture, tradition, and socio-economy factors that influence WASH programming.
- Demonstrated ability to design capacity development programme for staff and partners.

Context of Assessment

This unit may be assessed on/off the job:

- Assessment should include practical demonstration to design a complex and large-scale project on WASH in emergency setting either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by candidate
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	3	Designing WASH monitoring framework
Communicating ideas and information	3	Providing strategic direction and advocacy messages to team members, key partners, and external stakeholders
Planning and organising activities	3	Implementing WASH intervention
Working with others and in teams	3	Managing teams to implement WASH programme
Using mathematical ideas and techniques	2	Designing WASH programme
Solving problems	3	Identifying key advocacy issues
Using technology	2	Using application and technology to support and monitor WASH programme

Unit Title:

Develop Strategy to Link Relief, Recovery, and Development

Unit Number:

ADM.TEC.023.2

UNIT DESCRIPTOR: This unit deals with the skills, knowledge, and ability to coordinate, analyse and produce information management products.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Lead the design and implementation of exit strategy of WASH programme

1.1 Perform stakeholder consultation for transitioning into recovery and sustainability.

1.2 Design exit strategy.

1.3 Communicate exit strategy to the stakeholders.

1.4 Incorporate exit strategy into WASH programme design.

Element 2. Lead/co-lead a programme learning review of WASH Program interventions

2.1 Select appropriate learning modalities and strategy based on the context and needs.

2.2 Develop evaluation tools.

2.3 Design learning review work plan.

2.4 Analyse data collected from the learning review process.

2.5 Develop recommendations for future interventions.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

This unit variables provide advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment.

This unit applies to leading and managing a project dealing with a wide range of issues related to public health and may include:

Exit strategy refers to a strategy describing how the programme intends to withdraw its resources while ensuring that achievement of the programme goals (relief or development) is not jeopardized and that progress towards these goals will continue (Rogers & Macías, 2004).

Stakeholders may be different depending on location, context, and governance structure. This may include representatives from:

- Local (formal and/ or informal) leaders, e.g. village heads, religious leaders
- At-risk groups, e.g. women/ mother, children, elderlies, people with disabilities, HIV/AIDS groups
- Workers association groups, e.g. farmers, fisheries, SME groups
- Government agencies from WASH sector or other relevant sectors
- NGOs
- Private sector
- Research institution
- Media agencies

2.6 Produce learning review documentation.

Element 3. Report the progress of WASH Program interventions

3.1 Select appropriate learning modalities and strategy based on the context and needs.

Identifying the right type of evaluation may be influenced by scope, level of results, timing, number of actors involved, composition of the evaluators, and focus of the evaluation (Buchanan-Smith, Cosgrave, & Warner, 2016).

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to link WASH in emergencies programme with recovery and/or development programme.
- Ability to generate report for large scale WASH programme.
- Ability to identify key messages to report back to the target beneficiaries.

Linkages to Other Units

This unit is a core unit for a **WASH Manager** and must be delivered with other technical competencies of **WASH Manager**.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to link WASH in emergencies programme with recovery and/or development programme.
- Demonstrated ability to generate report for large scale WASH programme.
- Demonstrated ability to identify key messages to report back to the target beneficiaries.

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration to design a complex and large- scale project on WASH in emergency setting either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by candidate
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	3	Designing programme learning review
Communicating ideas and information	2	Communicating with relevant stakeholders
Planning and organising activities	3	Implementing WASH intervention

Working with others and in teams	**2**	Managing teams for learning review
Using mathematical ideas and techniques	**0**	n/a
Solving problems	**2**	Developing recommendations for future interventions
Using technology	**1**	Using application and technology to support exit strategy and learning review

Unit Title:

Analyse the Developing Humanitarian Situation Related to WASH

Unit Number:

ADM.TEC.024.2

UNIT DESCRIPTOR: This units deals with the skills and knowledge required to analyse a range of issues at the field level within WASH in emergencies.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Collect data to plan and design the emergency WASH response

1.1 Support effective and coherent WASH assessment, analysis and feedback involving all relevant partners.

1.2 Coordinate with relevant stakeholders within the assigned activity area.

1.3 Coordinate data collection from the need assessment.

1.4 Contribute to the development of the need assessment recommendations and report.

Element 2. Contribute to designing customised WASH assessment tools

2.1 Identify potential effects of multi hazard incidents.

2.2 Identify secondary consequences in multi- hazard incidents.

2.3 Work collaboratively, including with other sectors, to contextualise WASH assessment tools.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

This unit variables provide advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment.

This unit applies to leading and managing a project dealing with a wide range of issues related to public health and may include:

At-risk groups or the most vulnerable are groups or individuals that are more vulnerable compare to others due to individual factors such as their age (particularly the very young and very old), illness (especially people with chronic illness), gender, as well as social factors and culture and many others. But individual factors alone do not automatically increase risk. Assess the social and contextual factors that contribute to vulnerability, such as discrimination and marginalisation (e.g. low status and power of women and girls); social isolation; environmental degradation; climate variability; poverty; lack of land tenure; poor governance; ethnicity; class or caste; and religious or political affiliations. in most disaster situation, at-risk groups or the most vulnerable groups may include:

- Children (boys and girls), especially young children.
- Women, especially pregnant and lactating mothers.
- Elderlies.

Element 3. Contribute to implementing exit strategy of WASH programme

3.1 Identify barriers to sustainability and contribute to solutions to overcome these barriers.

3.2 Work cooperatively with others to strengthen the organisation's WASH regular/ development programme through recovery activities.

3.3 Coordinate the recovery/ transition phase of the community elements of emergency WASH programmes, ensuring sustainability of all interventions.

- People with disabilities.
- People with chronic illness (e.g. people living with HIV/ AIDS, TBC, cancer, people with incontinence).

It is important to note that a particular group cannot be generalized to be labelled as the most vulnerable in all conditions and locations. For example, a young girl with responsible parents with high capacity may be less vulnerable compared to an adolescent boy that is separated from his parents.

Stakeholders may be different depending on location, context, and governance structure. This may include representatives from:

- Local (formal and/ or informal) leaders, e.g. village heads, religious leaders
- At-risk groups, e.g. women/ mother, children, elderlies, people with disabilities, HIV/AIDS groups
- Workers association groups, e.g. farmers, fisheries, SME groups
- Government agencies from WASH sector or other relevant sectors
- NGOs
- Private sector
- Research institution
- Media agencies

Appropriate assessment type includes:

- Rapid assessment
- Multi-agencies need assessment
- In-depth assessment

In the aftermath of a disaster event, there may be secondary hazards that can generate dangerous consequences, where some may even be more dangerous than the first event. For example, an earthquake may trigger tsunamis, building fires, or landslides. Floods may also trigger health risks and even disease outbreaks.

Linkage with other sectors may include:

- Rapid Assessment
- Emergency Operation Centre, including
- Information Management

- Logistics
- Shelter and Non-Food Item
- Food Security and Nutrition
- Education
- Protection, including protection of children and women
- Camp coordination and Camp management
- Health

Exit strategy refers to a strategy describing how the programme intends to withdraw its resources while ensuring that achievement of the programme goals (relief or development) is not jeopardized and that progress towards these goals will continue (Rogers & Macías, 2004).

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to understand and operationalize WASH assessment plan, strategy, and tools.
- Ability to foster relationships with key stakeholders within the assigned activity area.
- Ability to write report from WASH assessment.
- Ability to assess the impact of multi hazard incidents and possible secondary hazards and its consequences.
- Ability to identify barriers to sustainability and provide solutions to address the barriers.
- Ability to understand and operationalize an appropriate exit strategy.

Linkages to Other Units

This unit is a core unit for a WASH coordinator and must be delivered with other technical competencies of WASH Coordinator.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to understand and operationalize WASH assessment plan, strategy, and tools.

- Demonstrated ability to foster relationships with key stakeholders within the assigned activity area.
- Demonstrated ability to write report from WASH assessment.
- Demonstrated ability to assess the impact of multi hazard incidents and possible secondary hazards and its consequences.
- Demonstrated ability to identify barriers to sustainability and provide solutions to address the barriers.
- Demonstrated ability to understand and operationalize an appropriate exit strategy.

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration to design a complex and large- scale project on WASH in emergency setting either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by candidate
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	3	Collecting data for designing WASH response
Communicating ideas and information	3	Communicating exit strategy
Planning and organising activities	2	Supporting in designing exit strategy
Working with others and in teams	2	Work collaboratively with other sectors for assessment
Using mathematical ideas and techniques	1	Collecting data for designing WASH response
Solving problems	3	Identify potential effects of multi hazard incidents
Using technology	2	Using technology during assessment

Unit Title:

Supervise the Implementation of WASH Programme

Unit Number:

ADM.TEC.025.2

UNIT DESCRIPTOR: This unit deals with the skills and knowledge required supervise and monitor a WASH project in emergency setting.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Supervise the activities within the assigned activity area in all phases of emergency WASH programme

1.1 Develop detail implementation plan to ensure all deliverables to WASH programming are delivered in a timely fashion.

1.2 Develop detailed guidelines for community mobilization and participation for the delivery of programme activities.

1.3 Perform measures to integrate Early Recovery and Disaster Risk Reduction approaches.

1.4 Establish effective links with other clusters or sectoral coordination platforms that are relevant to the WASH programming within the assigned activity area.

1.5 Operate and maintain sound internal controls, to coordinate financial and supply management requirements and ensure accountability.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

This unit variables provide advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment.

This unit applies to leading and managing a project dealing with a wide range of issues related to public health and may include:

A detail implementation plan is developed to ensure that all team members know and understand the entire implementation plan, their roles and responsibilities, the expectations for their interventions, and the monitoring and evaluation framework that are in place to assess progress and measure achievements.

Early Recovery (ER) is an approach that addresses recovery needs that arise during the humanitarian phase of an emergency; using humanitarian mechanisms that align with development principles.

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

1.6 Contribute to overall WASH reporting and documentation within the assigned activity area as well as effective information sharing.

1.7 Supervise and coordinate WASH staff within the assigned activity area.

1.8 Contribute to the design, management and communication of a responsible exit strategy.

Element 2. Monitor and report against key WASH indicators

2.1 Coordinate collection of data and information within the agreed monitoring plan and strategy.

2.2 Support other sectors in the effective monitoring and reporting of key WASH indicators.

2.3 Make changes into planned activities, strategies, or approaches based on the monitoring results and feedback from relevant stakeholders.

2.4 Implement a WASH programme learning review as per agreed monitoring and evaluation plan and strategy.

Assessment Guide

the following skills and knowledge must be assessed as part of this unit:

- Ability to develop work plan based on the agreed detailed implementation plans.
- Ability to operate and maintain internal control mechanisms.
- Ability to coordinate documentation and data collection to generate report.
- Ability to lead and coordinate a group of technical WASH staff and partners.
- Ability to identify barriers in the implementation and provide solutions.
- Ability to implement monitoring activities based on the agreed monitoring framework.

Linkages to Other Unit

This unit is a core unit for a WASH Coordinator and must be delivered with other technical competencies of WASH Coordinator.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to develop work plan based on the agreed detailed implementation plans.
- Demonstrated ability to operate and maintain internal control mechanisms.
- Demonstrated ability to coordinate documentation and data collection to generate report.
- Demonstrated ability to lead and coordinate a group of technical WASH staff and partners.
- Demonstrated ability to identify barriers in the implementation and provide solutions.
- Demonstrated ability to implement monitoring activities based on the agreed monitoring framework.

Context of Assessment

This unit may be assessed on/off the job:

- Assessment should include practical demonstration to design a complex and large- scale project on WASH in emergency setting either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area of responsibility.

Resource Implication

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

the following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by candidate
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	2	Coordinate collection of data for monitoring purposes
Communicating ideas and information	2	Support other sectors for monitoring
Planning and organising activities	2	Supervise WASH programme
Working with others and in teams	2	Supervise WASH programme
Using mathematical ideas and techniques	2	Make changes into planned activities
Solving problems	0	Identify the most appropriate solutions
Using technology	2	Coordinate collection of data for monitoring purposes

Unit Title:

Provide Technical Guidance to Partners and Stakeholders

Unit Number:

ADM.TEC.026.2

UNIT DESCRIPTOR:: This units deals with the skills and knowledge required to provide support to implementing partners or field staff in a WASH project during emergencies.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Establish coordination internally and externally within the assigned activity area

1.1 Represent in sub-national WASH coordination platform/ sectoral cluster.

1.2 Support on the organisation's external communications and seek opportunities to advocate for WASH specific needs, including interaction with donors.

1.3 Promote community engagement in WASH programming, and as appropriate, for participation.

1.4 Oversees stakeholder engagement and identifies emerging partnerships within the assigned activity area.

Element 2. Incorporate policy or advocacy for WASH issues into planning

2.1 Contribute to the organisation's advocacy strategy and implementation.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variable

This unit variables provide advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment.

This unit applies to leading and managing a project dealing with a wide range of issues related to public health and may include:

External coordination may include:

- The humanitarian coordination mechanism managed by the affected government (local, sub-nation, and/ or local level).
- The ASEAN regional coordination mechanism as defined by SASOP.
- The international humanitarian coordination mechanism as guided the IASC.

Advocacy is a set of organised activities designed to influence the policies and actions of others to achieve positive changes for people's lives based on the experience and knowledge of working directly with the communities and the people who seek to assist them.
Principles of advocacy are:

- Best interest of the affected population
- Evidence based
- Rights-based
- Partner focused
- Context specific

2.2 Lobbying key stakeholders at the sub-national level.

2.3 Link issues between sub-national and national level.

Element 3. Facilitate capacity building measures on WASH in emergencies

3.1 Select appropriate learning modalities and strategy based on the context and needs.

3.2 Perform measures to ensure reaching target population with culturally appropriate and gender sensitive interventions.

3.3 Identify gaps in training and knowledge and set goals and objectives for capacity development within the team.

Culturally appropriate means that projects should be designed, wherever possible, to accommodate and respect helpful cultural, spiritual, and traditional practices regarded as important by the local people. For example, the selection of items within a hygiene kit, choice of water and anal cleansing methods, and menstrual care items.

Gender sensitive refers to that all programmes are designed to build on local capacity and do not undermine women's girls', boys', and men's own coping or other strategies (IASC, 2006).

Capacity development measures may include:

- Classroom-based training
- On-the-job training
- Online learning/ Computer- based training
- Benchmarking visit, observational trips
- Conferences, workshops, and seminars
- Coaching and mentoring.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to represent the organisation at the sub-national level.
- Ability to coordinate advocacy and awareness raising within the assigned activity area.
- Ability to work with key actors from other clusters and sectors at the sub-national level.
- Ability to assess the most appropriate capacity development strategy required for WASH staff and partners.

Linkages to Other Units

This unit is a core unit for a WASH coordinator and must be delivered with other technical competencies of WASH Coordinator.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to represent the organisation at the sub-national level.

- Demonstrated ability to coordinate advocacy and awareness raising within the assigned activity area.
- Demonstrated ability to work with key actors from other clusters and sectors at the sub-national level.
- Demonstrated ability to assess the most appropriate capacity development strategy required for WASH staff and partners.

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration to design a complex and large- scale project on WASH in emergency setting either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by candidate
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	2	Coordinate collection of data for monitoring purposes
Communicating ideas and information	2	Support other sectors for monitoring
Planning and organising activities	2	Supervise WASH programme
Working with others and in teams	2	Supervise WASH programme
Using mathematical ideas and techniques	2	Make changes into planned activities
Solving problems	0	n/a
Using technology	2	Coordinate collection of data for monitoring purposes

Unit Title:

Provide Technical Assistance on Core Public Health Promotion and Behaviour Change Concepts

Unit Number:

ADM.TEC.027.2

UNIT DESCRIPTOR: This units deals with the skills and knowledge required to implement a project in issues related to public health promotion during emergencies, including promoting good hygiene practices in the affected community.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Provide technical guidance on hygiene promotion

1.1 Identify and analyse standards related to hygiene promotion.

1.2 Conduct hygiene promotion needs assessment and prioritisation in emergency situation.

1.3 Identify and analyse different elements and relevance of measures for hygiene promotion in emergencies.

1.4 Identify key aspects on developing a sustainable hygiene promotion campaign and awareness.

1.5 Identify key issues and good practices on hygiene promotion measures in different types of emergencies.

1.6 Identify key issues and good practices in establishing WASH committees in emergencies.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

This unit variables provide advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment.

This unit applies to leading and managing a project dealing with a wide range of issues related to public health and may include:

Hygiene promotion is a planned, systematic approach to enable people to take action to prevent and/or mitigate water, sanitation and hygiene-related diseases (Sphere 2011 and 2018). The definition of hygiene promotion may change over time. Therefore, the definition should refer to the latest version of the Sphere handbook

Sustainable approach is an intervention that meets the needs of the present without compromising the needs of future generations to meet their own needs (adopted from Brundtland, 1987).

Hygiene promotion intervention are influenced by the following key factors:

- A mutual sharing of information and knowledge the mobilisation of affected communities
- The provision of essential materials and facilities.

1.7 Identify key issues and good practices in menstrual hygiene management.

1.8 Identify key issues and good practices related to behaviour change communication in emergency including misinformation, disinformation and hoax.

Element 2. Provide technical guidance on vector control

2.1 Identify and analyse standards related to vector control on health risks in an emergency.

2.2 Conduct needs assessment and prioritisation on vector control in emergency situation.

2.3 Identify and analyse different elements and relevance of measures for vector control in emergencies.

2.4 Identify key aspects on operation and maintenance of vector control system and facilities for continued health benefits.

2.5 Identify key issues and good practices on vector control measures in different types of emergencies.

Menstrual hygiene defined as women and adolescent girls are using a clean menstrual management material to absorb or collect menstrual blood, that can be changed in privacy as often as necessary for the duration of a menstrual period, using soap and water for washing the body as required, and having access to safe and convenient facilities to dispose of used menstrual management materials.

Moreover, they understand the basic facts linked to the menstrual cycle and how to manage it with dignity and without discomfort or fear (WaterAid, 2017).

Behaviour change communication is the use of communication to change behaviours, including service utilisation, by positively influencing knowledge, attitudes, and social norms (John Hopkins, 2017).

Vector control is a set of measures being undertaken to control vector- borne diseases. According to Sphere (2011), standards should be uphold in 1) individual and family protection, 2) physical, environmental, and chemical protection measures; 3) ensuring safe chemical storage and handling. The standards on vector control should refer to the latest version of the Sphere handbook.

Public health promoters need to collaborate with public health engineers to implement social and physical engineering as part of vector control measures.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Knowledge of standards related to vector control and hygiene promotion, including menstrual hygiene management, behaviour change communication.
- Ability to set up WASH committee at the community level.

- Ability to conduct various types of need assessments related to vector control and hygiene promotion.
- Understanding the range of appropriate interventions related to hygiene promotion and vector control to address public health needs.

Linkages to Other Units

This unit is a core unit for a WASH promoter and must be delivered with other technical competencies of WASH Promoter.

Critical Aspects of Assessment

Evidence of the following is essential:
Demonstrated ability to implement an effective WASH intervention during emergencies, specifically to address issues related to vector control and hygiene promotion, including:

- Relevant humanitarian standards at national, regional, and international level
- Need assessment
- Implementation
- Operation and Maintenance
- Documentation of learning and good practices

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration to design a complex and large- scale project on WASH in emergency setting either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by candidate
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	2	Identifying the most appropriate WASH measures
Communicating ideas and information	2	Conduct WASH need assessment
Planning and organising activities	0	n/a
Working with others and in teams	0	n/a
Using mathematical ideas and techniques	3	Calculating WASH needs
Solving problems	3	Identifying the most appropriate WASH measures
Using technology	2	Using technology to support WASH activities

Unit Title:

Provide Technical Guidance on Core Public Health Engineering Concepts

Unit Number:

ADM.TEC.028.2

UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to implement a project in issues related to public health engineering during emergencies, including building, operating and maintaining water and sanitation systems and services.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Provide technical guidance on water supply

1.1 Identify and analyse standards related to water supply in emergency.

1.2 Conduct hygiene promotion needs assessment and prioritisation in emergency situation.

1.3 Identify and analyse different elements and relevance of measures for water supply in emergencies.

1.4 Identify key aspects on operation and maintenance of water supply system and facilities for continued health benefits.

1.5 Identify learning and good practices on water supply measures in different types of emergencies.

1.6 Integrate climate-resilient and inclusive infrastructure to ensure water supply.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

These unit variables provide advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment.

This unit applies to leading and managing a project dealing with a wide range of issues related to public health and may include:

Based on Sphere (2011), WASH programme intervention in the area of water supply should aim for sufficient clean and safe water to be available and accessible to meet basic needs. This may include intervention to ensure:

- Access and water quantity;
- Water quality; and
- Water facilities

The above explanation should also refer to the latest version of the Sphere handbook.

Safe disposal of human excreta is crucial to reduce transmission of diseases through direct and indirect routes, where interventions may include: 1) Creating an environment free from human faeces, and 2) Provision of appropriate and adequate toilet facilities (Sphere, 2011). This description should also refer to the latest version of the Sphere handbook.

Element 2. Provide technical guidance on excreta disposal

2.1 Identify and analyse standards related to safe sanitation on health risks in an emergency.

2.2 Conduct sanitation needs assessment and prioritisation in an emergency situation.

2.3 Identify and analyse different elements and relevance of measures for excreta disposal in emergencies.

2.4 Identify key aspects on operation and maintenance of the sanitation system and facilities for continued health benefits.

2.5 Identify learning and good practices on sanitation measures in different types of emergencies.

Element 3. Provide technical guidance on solid waste management and drainage

3.1 Identify and analyse standards related to proper solid waste management and drainage facilities on health risks in an emergency.

3.2 Conduct solid waste management and drainage needs assessment and prioritisation in emergency situation.

3.3 Identify and analyse different elements and relevance of measures for solid waste management and drainage in emergencies.

Sphere (2011) defined solid waste management as the process of handling and disposal of organic and hazardous solid waste which, if unattended appropriately, can pose public health risks to the affected population and can have a negative impact on the environment. Measures may include collection and disposal of solid waste. This definition should also refer to the latest version of the Sphere handbook.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Knowledge of standards related to water supply, safe excreta disposal, solid waste management, and drainage.
- Ability to conduct various types of need assessments related to water supply, safe excreta disposal, solid waste management, and drainage.
- Understanding the range of appropriate.
- WASH in emergencies intervention available to address public health needs.
- Understanding a wide-range selection of operation and maintenance of WASH facilities in emergency setting.

Linkages to Other Units

This unit is a core unit for a WASH engineer and must be delivered with other technical competencies of WASH Engineer.

Critical Aspects of Assessment

Demonstrated ability to implement an effective WASH intervention during emergencies, specifically to address issues related to water supply, safe excreta disposal, solid waste management, and drainage, including:

- Relevant humanitarian standards at national, regional, and international level
- Need assessment
- Implementation
- Operation and Maintenance
- Documentation of learning and good practices

3.4 Identify key aspects on operation and maintenance of solid waste management and drainage system and facilities for continued health benefits.

3.5 Identify learning and good practices on solid waste management and drainage facilities in different types of emergencies.

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration to design a complex and large-scale project on WASH in emergency setting either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by candidate
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	2	Identifying the most appropriate WASH measures
Communicating ideas and information	2	Conduct WASH need assessment
Planning and organising activities	0	n/a
Working with others and in teams	0	n/a
Using mathematical ideas and techniques	3	Calculating WASH needs
Solving problems	3	Identifying the most appropriate WASH measures
Using technology	2	Using technology to support WASH activities
Collecting, organising, and analysing information	2	Identifying the most appropriate WASH measures

Unit Title:

Capable to Work with the Affected Community for WASH Programme

Unit Number:

ADM.TEC.029.2

UNIT DESCRIPTOR: This units deals with the skills and knowledge required to understand the specific needs of the affected community especially with the most at-risk groups or the most vulnerable groups in a WASH project during emergencies.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Perform community-based participatory planning and implementation for WASH programme

1.1 Select appropriate community engagement tools based on the situation, location, and context.

1.2 Facilitate dialogue between communities, partners and programme staff during emergencies.

1.3 Promote positive behaviour change through effective risk communication strategy and tackling misinformation, disinformation, and hoax.

1.4 Lobby for changes and improvement in humanitarian situation locally.

1.5 Coordinate with key stakeholders related to WASH and public health.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

This unit variables provide advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment.

This unit applies to leading and managing a project dealing with a wide range of issues related to public health and may include:

Community based approach means that local people should be supported to be included as key partners in developing strategies related to their assistance and protection and, if appropriate, participate during all stages of the programme cycle according to their needs, priorities, and local context. the extent to which people participate, and how they do so, will be determined by how recently the disaster occurred and by the physical, social and political circumstances (Sphere, 2011; UNHCR, 2008).

Stakeholders may be different depending on location, context, and governance structure. This may include representatives from:

- Local (formal and/or informal) leaders, e.g. village heads, religious leaders

Element 2. Identify issues related to WASH on affected community

2.1 Identify and prioritise the most vulnerable in specific context.

2.2 Identify specific needs of different at-risk groups in emergencies.

2.3 Identify different types of modalities to encourage participation of different at-risk and vulnerable groups.

- At-risk groups, e.g. women/ mother, children, elderlies, people with disabilities, HIV/AIDS groups
- Workers association groups, e.g. farmers, fisheries, SME groups
- Government agencies from WASH sector or other relevant sectors
- NGOs
- Private sector
- Research institution
- Media agencies

At-risk groups or the most vulnerable are groups or individuals that are more vulnerable compare to others due to individual factors such as their age (particularly the very young and very old), illness (especially people with chronic illness), gender, as well as social factors and culture and many others. But individual factors alone do not automatically increase risk. Assess the social and contextual factors that contribute to vulnerability, such as discrimination and marginalisation (e.g. low status and power of women and girls); social isolation; environmental degradation; climate variability; poverty; lack of land tenure; poor governance; ethnicity; class or caste; and religious or political affiliations. in most disaster situation, at-risk groups or the most vulnerable groups may include:

- Children (boys and girls), especially young children
- Women, especially pregnant and lactating mothers
- Elderlies
- People with disabilities
- People with chronic illness (e.g. people living with HIV/ AIDS, TBC, cancer, diabetes, people with incontinence).

It is important to note that a particular group cannot be generalized to be labelled as the most vulnerable in all conditions and locations. For example, a young girl with responsible parents with high capacity may be less vulnerable compare to adolescent boy that is separated from his parents.

Inclusive approach means that the design of the programme recognises and values diversity, so that the different needs and preferences of individuals are identified and met.

There are eight types of participation, see Arnstein (1969), whereas at the lowest level, forms of non- participation are used by powerful actors to impose their agendas. Participation as tokenism occurs when participants hear about interventions and may say something about them, which power holders denote as 'input'. However, the voices of participants will not have any effect on the intervention; thus, participation does not lead to change. At the higher level, participation is about citizens having more power to negotiate and change the status quo. Their voices are heard and responded to.

Assessment Guide

The following skills and guide must be assessed as part of this unit:

- Ability to facilitate activities at the community level and promote meaningful community participation, in all stages of implementation.
- Ability to coordinate with local stakeholders related to WASH and public health
  Knowledge of specific needs of different at-risk groups in emergencies.
- Ability to facilitate at-risk groups and capture their views, concerns, and suggestions.

Linkages to Other Unit

This unit is core unit for WASH Promoter/ Engineer. Must be delivered with other technical competencies of WASH Promoter/Engineer.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to facilitate activities at the community level and promote meaningful community participation, in all stages of implementation.
- Demonstrated ability to coordinate with local stakeholders related to WASH and public health.
- Understanding of specific needs of different at-risk groups in emergencies.
- Demonstrated ability to facilitate at-risk groups and capture their views, concerns, and suggestions.

Context of Assessment

This unit may be assessed on/off the job:

- Assessment should include practical demonstration to design a complex and large-scale project on WASH in emergency setting either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area of responsibility.

Resource Implication

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by candidate
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	2	Identifying issues in the community
Communicating ideas and information	2	Communicating solutions to the affected community
Planning and organising activities	2	Mobilizing community to support WASH programme
Working with others and in teams	1	Working together with the community, workers, and other stakeholders
Using mathematical ideas and techniques	0	n/a
Solving problems	2	Identifying the most appropriate solutions for problems in the community
Using technology	0	n/a

Unit Title:
Monitor an Ongoing WASH Programme

Unit Number:
ADM.TEC.030.2

UNIT DESCRIPTOR: This units deals with the skills and knowledge required to conduct monitoring process of a WASH project during emergencies..

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Lead the implementation of WASH programme at the field level

1.1 Carry out stand-alone or joint WASH assessments.

1.2 Use assessment and monitoring data to adjust WASH interventions as appropriate for the local context and culture.

1.3 Integrate implementation of PHE and PHP into a comprehensive WASH programme

1.4 Work collaboratively with other sectors to implement an effective WASH programme.

Element 2. Monitor WASH programme implementation according to the agreed monitoring plan and strategy

2.1 Collect, record, and interpret qualitative and quantitative data.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

This unit variables provide advice to interpret the scope and context of this unit of competence. It relates to the unit as a whole and facilitates holistic assessment.

This unit applies to leading and managing a project dealing with a wide range of issues related to public health and may include:

- Rapid assessment
- Multi-agencies need assessment
- in-depth assessment

Collaborate with other sectors may include:

- Rapid Assessment
- Emergency Operation Centre, including Information Management
- Logistics
- Shelter and Non-Food Item
- Food Security and Nutrition
- Education
- Protection, including protection of children and women
- Camp coordination and Camp management
- Health

2.2 Supervise others to monitor and report against key WASH indicators.

2.3 Implement Post Distribution Monitoring according to agreed sampling frame.

2.4 Perform feedback mechanism.

2.5 Contribute to WASH learning review based on experience in the field.

Element 3. Supervise field teams

3.1 Assign task to field staff, partner's staff, and community volunteers.

3.2 Communicate effectively on programme designs, strategies, and plans, including technical documents, to field staff, partner's staff and community volunteers.

3.3 Develop work plan.

3.4 Monitor and evaluate performance against the target objectives and deliverables.

Stakeholders may be different depending on location, context, and governance structure. This may include representatives from:

- Local (formal and/or informal) leaders, e.g. village heads, religious leaders
- At-risk groups, e.g. women/ mother, children, elderlies, people with disabilities, HIV/AIDS groups
- Workers association groups, e.g. farmers, fisheries, SME groups
- Government agencies from WASH sector or other relevant sectors
- NGOs
- Private sector
- Research institution
- Media agencies

Monitoring measures progress against project objectives and indicators and its impact on vulnerability and the context. A monitoring framework should include description of activities, expected outputs and outcomes, indicators, means of verification, as well as the risks and assumptions that have been made.
Designing the right learning review or evaluation may be influenced by scope, level of results, timing, number of actors involved, composition of the evaluators, and focus of the evaluation (Buchanan-Smith et al., 2016).

Post distribution monitoring are means by which an agency can establish whether the beneficiaries of the project received their entitled assistance. It is conducted of a location and time-specific after a distribution intervention has taken place.

Feedback mechanism is a system and process that provides the recipients (or intended recipients) of aid the opportunity to comment, make suggestions, express gratitude, or criticise the products, services, or targeting of an aid project of which they may be recipients.

According to Sphere (2011), key WASH indicators on WASH programme design and implementation are:

- All groups within the affected population have safe and equitable access to WASH resources and facilities, use the facilities and take action to reduce the public health risks.
- All WASH staff communicate clearly and respectfully with those affected and share project information openly with them, including knowing how to answer questions from community members about the project.
- There is a system in place for the management and maintenance of facilities as appropriate, and different groups contribute equitably.
- All users are satisfied that the design and implementation of the WASH programme have led to increased security and restoration of dignity.

These WASH indicators on WASH program design and implementation should refer to the latest version of the Sphere handbook.

WASH Indicators based on the latest edition of Sphere handbook (2018) includes indicators that covers Hygiene Promotion, Water supply, Excreta management, and Vector control. Furthermore, the indicators is as follows:

Hygiene Promotion:

- People are aware of key public health risks related to water, sanitation and hygiene, and can adopt individual, household and community measures to reduce them.
- Appropriate items to support hygiene, health, dignity and well-being are available and used by the affected people.
- Women and girls of menstruating age, and males and females with incontinence, have access to hygiene products and WASH facilities that support their dignity and well-being.

Water supply:

- People have equitable and affordable access to a sufficient quantity of safe water to meet their drinking and domestic needs.
- Water is palatable and of sufficient quality for drinking and cooking, and for personal and domestic hygiene, without causing a risk to health.

Excreta management:

- All excreta is safely contained on-site to avoid contamination of the natural, living, learning, working and communal environments.
- People have adequate, appropriate and acceptable toilets to allow rapid, safe and secure access at all times.
- Excreta management facilities, infrastructure and systems are safely managed and maintained to ensure service provision and minimum impact on the surrounding environment.

Vector control:

- People live in an environment where vector breeding and feeding sites are targeted to reduce the risks of vector related problems.
- All affected people have the knowledge and means to protect themselves and their families from vectors that can cause a significant risk to health or well-being.

A work plan outlines all the tasks involved in a project, who is responsible and their roles, and when the tasks will be completed.

Assessment Guide

The following skills and guide must be assessed as part of this unit:

- Ability to work with people from other sectors and clusters.
- Ability to collect, record, and interpret monitoring data.
- Ability to implement post distribution monitoring mechanism.

- Ability to set up appropriate feedback mechanism according to situation, context, and location.
- Ability to provide direction for field staff, partner's staff, and community volunteers.

Linkages to other Units

This unit is a core unit for WASH promoter/ engineer and must be delivered with other technical competencies of WASH Promoter/ Engineer.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to work with people from other sectors and clusters.
- Demonstrated ability to collect, record, and interpret monitoring data.
- Demonstrated ability to implement post distribution monitoring mechanism.
- Demonstrated ability to set up appropriate feedback mechanism according to situation, context, and location.
- Demonstrated ability to provide direction for field staff, partner's staff, and community volunteers.

Context of Assessment

This unit may be assessed on/off the job:

- Assessment should include practical demonstration to design a complex and large-scale project on WASH in emergency setting either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area of responsibility.

Resource Implication

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by candidate
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	2	Monitoring WASH programme
Communicating ideas and information	2	Collecting information
Planning and organising activities	2	Implementing monitoring activities
Working with others and in teams	1	Working together with other sectors
Using mathematical ideas and techniques	0	n/a
Solving problems	2	Identifying issues during monitoring process
Using technology	0	n/a

Overview of Humanitarian Shelter and Settlements Occupations

UNIT NUMBER	UNIT / MODULE TITLE	SHELTER OCCUPATIONAL LEVEL		
		Officer	Coordinator	Manager
ADM.COR.001.2	Apply the core humanitarian standard and principles	X	X	X
ADM.COR.002.2	Identify ASEAN disaster management and humanitarian assistance legal framework and institutional arrangement	X	X	X
ADM.COR.003.2	Manage Humanitarian and Emergency Response Programme			X
ADM.COR.004.2	Coordinate emergency operations in dynamic and complex environment		X	
ADM.TEC.031.2	Analyse Shelter and Settlement Needs			X
ADM.TEC.032.2	Manage Shelter and Settlement Programme to Ensure Technical Quality, Timeliness, and Appropriateness			X
ADM.TEC.033.2	Integrate Shelter and Settlement Plans and Activities with All Relevant Stakeholders			X
ADM.TEC.034.2	Coordinate Shelter and Settlement Team and Programme Field Activities		X	X

ADM.TEC.035.2	Provide Technical Guidance to the Shelter and Settlement Programme Team		X
ADM.TEC.036.2	Coordinate Shelter and Settlement Planning and Activities and all its Relevant Stakeholders		X
ADM.TEC.037.2	Implement Shelter and Settlement Assistance Programmes	X	
ADM.TEC.038.2	Provide Shelter and Settlement Assistance Equitably Based on Need	X	
ADM.TEC.039.2	Communicate Effectively with Shelter and Settlement Programme Stakeholders	X	

Unit Title:

Analyse Shelter and Settlement Needs

Unit Number:

ADM.TEC.031.2

UNIT DESCRIPTOR: This unit deals with the skills, knowledge and ability required to design an appropriate needs-based shelter and settlement assistance programme.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Determine shelter and settlement needs

1.1 Design and conduct appropriate shelter and settlement needs assessments.

1.2 Determine priority shelter and settlement needs in need of additional support.

1.3 Map local market capacity (using Market-Based Programming Framework).

1.4 Determine suitable procurement strategies.

1.5 Collaborate/joint need assessment with other stakeholders.

Element 2. Determine appropriate shelter and settlement assistance options

2.1 Determine key beneficiary groups in need of specific shelter and settlement assistance options.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

These unit variables provide advice to interpret the scope and context of this unit of competence. They relate to the unit as a whole and facilitate holistic assessment.

This unit applies to designing and planning a project, with a wide range of issues related to shelter and settlement planning and may include:

International humanitarian standards related to shelter including, but not limited to:

- Sphere Minimum standards
- Relevant IFRC and UNHCR guidelines
- Relevant Global Shelter Cluster guidelines
- Other guidelines from various institutions, such as IOM, CRS, Care, Habitat for Humanity, UN Habitat, UNDP, Oxfam GB, RedR, Practical Action, CaLP, Build Change, USAID
- National Building Codes and Standards or Regulations.

Shelter assistance programmes

may include:

- Shelter in camps
- Rental assistance
- NFI assistance
- House land and property rights assistance
- Emergency shelter assistance including tents tarpaulins and collective centres

2.2 Determine appropriate shelter and settlement assistance options for each group.

2.3 Align shelter assistance plans with the plans of other sectors and actors.

2.4 Ensure Shelter coordination.

2.5 Formulate and plan handover and exit strategy.

2.6 Environmental friendly Shelter assistance.

Element 3. Design an effective shelter and settlement programme

3.1 Design technical specifications for shelter and settlement assistance options.

3.2 Develop appropriate financial and administrative plans for the shelter and settlement assistance program.

3.3 Write programme proposals and appeals as required by donors, government and management.

- Individual Temporary/transitional shelter assistance
- Core housing
- Settlement planning
- Reconstruction and retrofit programmes
- DRR, Build Back Safer/Better, and construction training programmes

Linkage with other sectors

may include:

- Rapid assessment
- Emergency Operation Centre, including Information Management
- Humanitarian Logistics
- WASH
- Livelihoods
- Education
- Protection
- Camp Coordination and Camp Management

At-risk groups or the most vulnerable are groups or individuals that are more vulnerable compare to others due to individual factors such as their age (particularly the very young and very old), illness (especially people with chronic illness), gender, as well as social factors and culture and many others. But individual factors alone do not automatically increase risk. Assess the social and contextual factors that contribute to vulnerability, such as discrimination and marginalisation (e.g. low status and power of women and girls); social isolation; environmental degradation; climate variability; poverty; lack of land tenure; poor governance; ethnicity; class or caste; and religious or political affiliations. In most disaster situations, at-risk groups or the most vulnerable groups may include:

- Children (boys and girls), especially young children
- Women in pregnancy and lactating mothers
- Elderly people
- People with disabilities
- People with chronic illness (e.g. people living with HIV/AIDS, TBC, and cancer).

It is important to note that a particular group cannot be generalised or labelled as the most vulnerable in all conditions and locations. For example, a young girl with responsible parents with high capacity may be less vulnerable compared to an adolescent boy that is separated from his parents.

Disaster risk reduction is aimed at preventing new and reducing existing disaster risk and managing residual risk, all of which contribute to strengthening resilience and therefore to the achievement of sustainable development.
Early Recovery (ER) is an approach that addresses recovery needs arising during the humanitarian phase of an emergency; using humanitarian mechanisms that align with development principles.

▶ Appropriate shelter needs assessments

may include:

- Rapid assessment
- Emergency shelter, temporary shelter, permanent reconstruction needs assessments
- Environmental impact and risk assessments
- NFI needs assessment
- Tools and training needs assessment
- Multi-agencies and or multi- sectorial needs assessment
- Housing Damage assessments
- Market and supply chain assessments including specific market component assessments i.e. EMMA

▶ Analysis of priority shelter needs

may include:

- Causes of initial shelter crisis.
- Potential secondary risks.
- Community response mechanisms, coping and housing self-recovery capacity.
- Planned shelter and settlement support from government and other agencies.
- Probable long-term housing recovery pathways, with adequate health and sanitary facilities.

- Important safety, cultural, environmental and climatic considerations.
- Key beneficiary groups most in need of assistance.
- Organisational strengths, weakness and opportunities in providing shelter assistance.

▶ Appropriate shelter options

should address issues such as:

- Environmentally, and climatically suitability
- Timeliness, efficiency and effectiveness
- Financial appropriateness
- Social, political, religious and
- cultural acceptability
- Reducing future risk and increasing preparedness
- Supporting self-recovery
- Settlement based
- Ensuring transition

▶ Technical specifications for shelter assistance options

may include such things as:

- Technical drawings and models
- Technical standards and specifications,
- Bills of quantity,
- Procurement specifications,
- Engineering requirements or guidelines

▶ Appropriate financial and administrative plans

may include:

- Financial assistance mechanisms, such as cash transfer, grants, subcontracting, or procurement guidelines
- Timelines and Gantt charts
- Log-frames and outcome matrices
- Programme budgets,
- Human resources plans, job descriptions and
- Organisational structure (organograms),
- Administrative and logistics support needs plan,
- Exit plan and handover strategy.

Assessment Guide:

The following skills and knowledge must be assessed as part of this unit:

- Ability to recognize the scope of humanitarian shelter and settlement.
- Ability to identify key issues related to shelter and settlements in emergencies according to situation, context, and location.
- Ability to identify all factors that impact on the planning and designing of a shelter response.
- Ability to design and plan an in-depth assessment related to shelter for large scale emergencies.
- Ability to develop an effective shelter management plan incorporating ER and DRR measures.

Linkages to Other Unit

This unit is a core unit for a Shelter Manager and must be delivered with other technical competencies of Shelter Manager.

Critical Aspects of Assessment

Evidence of the following items in regards to shelter programming is essential:

- Demonstrated ability to identify key issues related to shelter and settlements in emergencies.
- Demonstrated ability to identify all factors that impact on the planning and designing a shelter and settlements intervention for large scale emergencies.
- Demonstrated ability to design and plan an in-depth assessment related to shelter for large scale emergencies.
- Demonstrated ability to develop an effective shelter management plan incorporating early recovery and disaster risk reduction approaches and measures.
- Demonstrated ability to consider a range of innovative measures when developing a shelter in emergency strategy.

Context of Assessment:

This unit may be assessed on/off the job

- Assessment should include practical demonstration to design a complex and large-scale shelter programme in an emergency setting either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area of responsibility.

Resource Implication

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

the following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by candidate
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	3	Managing shelter and settlement needs assessment
Communicating ideas and information	3	Disseminating shelter and settlement needs assessment report
Planning and organising activities	3	Planning for shelter and settlement assessments
Working with others and in teams	3	Managing teams to support need assessment
Using mathematical ideas and techniques	2	Calculate the needs of the affected community
Solving problems	3	Identifying key issues on shelter and settlement and determine solutions to address them
Using technology	2	Using application and technology to support need assessment

Unit Title:

Manage Shelter and Settlement Programme to Ensure Technical Quality, Timeliness, Appropriateness and Inclusiveness

Unit Number:

ADM.TEC.032.2

UNIT DESCRIPTOR: This unit deals with the skills, knowledge and ability needed to guide a shelter and settlement programme so as to ensure technical quality, timeliness and appropriateness of the programme.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Provide sound technical guidance and advice

1.1 Provide sound technical advice on appropriate shelter and settlement assistance to management, staff and beneficiaries.

1.2 Develop appropriate technical guidance, standards and training packages for Programme staff, beneficiaries, implementing partners, subcontractors, as well as for the broader unassisted community.

1.3 Ensure shelter assistance complies with relevant building codes, national and international standards and laws.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

These unit variables provide advice to interpret the scope and context of this unit of competence. They relate to the unit as a whole and facilitate holistic assessment.

This unit applies to designing and planning a project dealing with a wide range of issues related to shelter and settlement planning and may include:

International humanitarian standards related to shelter including, but not limited to:

- Sphere standards
- Relevant IFRC and UNHCR guidelines
- Relevant Global Shelter Cluster guidelines
- Other guidelines from various institutions, such as IOM, CRS, Care, Habitat for Humanity, UN Habitat, UNDP, Oxfam GB, RedR, Practical Action, CaLP, Build Change, USAID.

Shelter assistance programmes may include:

- Shelter in camps
- Rental assistance
- NFI assistance
- House land and property rights assistance
- Emergency shelter assistance including tents tarpaulins and collective centres
- Temporary/transitional shelter assistance
- Core housing

Element 2. Integrate humanitarian shelter standards and principles into all aspects of the shelter programme

2.1 Mainstream cross cutting issues into all aspects of the shelter programme including inclusivity measure.

2.2 Prioritise urgent humanitarian needs and the needs of the most vulnerable.

2.3 Use an evidence-based approach in the design and implementation of shelter.

2.4 Integrate and apply Sphere, CHS, All under One Roof, Humanitarian Inclusion Standard, IASC on Inclusion of Persons with Disabilities in Humanitarian Action and all other relevant standards into shelter programme design.

Element 3. Integrate appropriate shelter technical quality assurance procedures into all stages of the shelter programme

3.1 Develop appropriate quality control and MEAL (monitoring, evaluation, accountability and learning) tools to ensure technical quality.

3.2 Develop appropriate contracting arrangements to ensure transparency and accountability.

3.3 Develop appropriate programme quality assurance and contracting tools to ensure ongoing programme quality.

- Settlement planning
- Reconstruction and retrofit programmes
- DRR and construction training programmes

Linkage with other sectors may include:

- Rapid assessment
- Emergency Operation Centre, including
- Information Management
- Logistics
- WASH
- Livelihoods
- Education
- Protection

Camp Coordination and Camp Management.
Appropriate Technical guidance and standards may include:

- Bills of Quantities
- Technical drawings and graphics
- Technical specifications of materials and tools
- Detailed construction procedures and manuals.

The ASEAN defined the issue of inclusiveness based on the statement from UN Department of Economic and Social Affairs as a process to ensure equal access and opportunities for everyone regardless of their background to fulfil their potential, as well as the involvement of the citizen in the decision-making processes that affect their lives.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to identify key technical issues related to shelter and settlement in emergencies according to situation, context, and location.
- Ability to incorporate humanitarian shelter principles and standards into shelter programme plans.
- Ability to identify all factors in need of monitoring in a shelter emergency intervention.
- Experience using common monitoring, quality assurance and contracting tools related to shelter programming.

Note on the use of the word "ensure" in Performance Criteria 1.3:
The word 'ensure' is commonly not recommended in defining task based competencies as it is often difficult to measure. However the direct comparison to existing standards makes it easy to assess in this case. Alternative words may need to be considered when translating to other languages to 'ensure' assessment.

Linkages to Other Units

This unit is a core unit for a **Shelter Manager** and must be delivered with other technical competencies of **Shelter Manager.**

Critical Aspects of Assessment

Evidence of the following items in regards to shelter programming is essential:

- Demonstrated ability to identify key technical and humanitarian issues related to shelter and settlement in emergencies.
- Demonstrated ability to create technical standards and guidance and or manage the creation of appropriate guidance.
- Demonstrated ability to identify areas of a shelter programme that would require monitoring.
- Demonstrated ability to design a monitoring strategy for shelter.

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration to of the creation of technical specifications standards or guidance and monitoring tools for large scale shelter programme in an emergency setting either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment must relate to the individual's work area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools, and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by participants
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	3	Collating relevant technical and humanitarian standards
Communicating ideas and information	3	Disseminating technical guidelines for non-technical users
Planning and organising activities	3	Creating a monitoring plan
Working with others and in teams	3	Managing teams to provide technical support

Using mathematical ideas and techniques	2	Analyzing quantitative monitoring data
Solving problems	3	Identifying key technical shelter issues & determine solutions to address them
Using technology	2	Design technical guidance and undertake monitoring

Unit Title:

Integrate Shelter and Settlement Plans and Activities with All Relevant Stakeholders

Unit Number:

ADM.TEC.033.2

UNIT DESCRIPTOR: This unit deals with the skills and ability needed to ensure a shelter and settlement programme is well coordinated with all stakeholders to ensure an integrated approach.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Engage beneficiaries in all stages of shelter response

1.1 Integrate community driven, area based, needs based approach into all aspects of the shelter programme.

1.2 Beneficiaries engagement to ensure Shelter assistance provided is environmentally, climatically, and culturally appropriate.

1.3 Develop appropriate confidential community feedback mechanisms including processes to ensure timely response.

Element 2. Determine appropriate shelter and settlement assistance options

2.1 Engage with the Shelter Cluster and other coordination mechanisms at all stages of programme design.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variable

These unit variables provide advice to interpret the scope and context of this unit of competence. They relate to the unit as a whole and facilitate holistic assessment.

This unit applies to designing and planning a project dealing with a wide range of issues related to shelter and settlement planning and may include: International humanitarian standards related to shelter including, but not limited to:

- Sphere standards
- Relevant IFRC and UNHCR guidelines
- Relevant Global Shelter Cluster guidelines
- Other guidelines from various institutions, such as IOM, CRS, Care, Habitat for Humanity, UN Habitat, UNDP, Oxfam GB, RedR, Practical Action, Build Change, USAID, People in Aids.

Relevant stakeholders may include:

- Government departments and agencies
- Donors
- UN Agencies
- INGOs
- NGOs
- CBOs
- Private sector actors
- Faith based organisations
- Tertiary institutes
- Military, etc.

2.2 Build relationships with all other stakeholders including local and national government, donors, and other relevant assistance providers.

2.3 Advocate effectively for the rights of the most vulnerable and those the programme is unable to directly assist.

Element 3. Integrate all shelter activities and plans with those of other sectors

3.1 Coordinate shelter activities and plans with other sectors.

3.2 Engage directly linked sectors in all stages of programme design and implementation.

3.3 Collaborate closely with all programme support services.

Linkage with other sectors may include:

- Humanitarian Logistics
- WASH
- Livelihoods
- Education
- Protection
- Camp coordination and camp management

Coordination with other linked sectors should include:

- Logistics,
- Programme planning
- Community engagement,
- NFIs,
- Cash Transfer Programme

Relevant programme support services may include:

- Finance
- Administration
- Human resources
- Communications
- Logistic and transport

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to empower beneficiaries and engage them in programme design and implementation.
- Ability to identify key stakeholders in a given humanitarian context.
- Ability to build professional relationships and coordinate effectively.
- Ability to advocate diplomatically and successfully.

Linkages to Other Units

This unit is a core unit for a Shelter Manager and must be delivered with other technical competencies of Shelter Manager.

Critical Aspects of Assessment

Evidence of the following items in regards to shelter programming is essential:

- Demonstrated ability to identify key shelter stakeholders.
- Demonstrated ability to identify geographically relevant stakeholders from multiple sectors.
- Demonstrated ability to build professional relationships.
- Demonstrated ability to coordinate effectively.
- Demonstrated understanding of the connections between shelter and other sectors.
- Demonstrated ability to advocate in politically sensitive manner.

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration of coordinating in an emergency setting either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment should include practical demonstration of ability to communicate effectively in complex technical issues across culture and class.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by participants
- Oral and written questions
- Portfolio evidence

- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	3	Beneficiary feedback mechanisms
Communicating ideas and information	3	Coordinating with multiple actors
Planning and organising activities	3	Collaborate with support services
Working with others and in teams	3	Coordinating with all stakeholders
Using mathematical ideas and techniques	2	Analyzing data from feedback mechanism
Solving problems	3	Identifying how best to advocate on complex issues
Using technology	2	Using tools for feedback

Unit Title:

Coordinate Shelter and Settlement Team and Programme Field Activities

Unit Number:

ADM.TEC.034.2

UNIT DESCRIPTOR: This unit deals with skills and abilities needed to coordinate a shelter team as they implement a range of programme activities

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Coordinate daily field operations of the shelter programme

1.1 Implement programme plans in accordance with agreed shelter strategy.

1.2 Supervise shelter programme staff to ensure tasks are carried out safely, effectively and efficiently.

1.3 Coordinate the use and ongoing improvement of project management tools and methods.

1.4 Ensure cross cutting issues are mainstreamed into all aspects of the shelter programme.

Element 2. Provide regular reports on field activities to shelter and other service sector managers

2.1 Coordinate regular shelter programme progress reports and situational updates as required.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

These unit variables provide advice to interpret the scope and context of this unit of competence. They relate to the unit as a whole and facilitate holistic assessment.

This unit applies to designing and planning a project dealing with a wide range of issues related to shelter and settlement planning and may include: International humanitarian standards related to shelter including, but not limited to:

- Sphere standards
- Relevant IFRC and UNHCR guidelines
- Relevant Global Shelter Cluster guidelines
- Other guidelines from various institutions, such as IOM, CRS, Care, Habitat for Humanity, UN Habitat, UNDP, Oxfam GB, RedR, Practical Action, Build Change, USAID.

Programme management tools

may include:

- Gantt charts
- Budgets
- Log-frames
- Organograms
- Project management software

MEAL framework

may include a range of Monitoring, Evaluation and Learning capture tools.

2.2 Administer contracts to local suppliers, subcontractors, and implementing partners.

Element 3. Monitor shelter programme activities

3.1 Coordinate the implementation of shelter programme MEAL framework.

3.2 Undertake appropriate assessments to track supply and cost of common shelter materials and services.

3.3 Assess changing beneficiary needs to ensure appropriateness of ongoing shelter programme.

Cross cutting issues

may include:

- Gender
- DRR
- Environment
- Child protection
- The elderly
- Inclusivity and ensuring access for people living with a disability
- Special needs of those living with chronic transmittable diseases, such as HIV/Aids.

Assessment Guide

The following skills and guide must be assessed as part of this unit:

- Ability to manage technical staff.
- Ability to manage shelter budgets and construction planning.
- Ability to write detailed technically accurate and legible reports.

Linkages to Other Unit

This unit is a core unit for a Shelter Coordinator and must be delivered with other technical competencies of Shelter Coordinator.

Critical Aspects of Assessment

Evidence of the following items in regard to shelter programming is essential:

- Demonstrated ability to communicate verbally and write technical concepts.
- Demonstrated ability to use a range of common monitoring tools and procedures.
- Demonstrated understanding of cross cutting issues in shelter.

Context of Assessment

This unit may be assessed on/off the job

- Assessment should include practical demonstration of managing projects and staff in an emergency setting either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment should include practical demonstration of ability to communicate complex technical ideas in written reports in ways that are clear simple and easily read by nontechnical people.

Resource Implication

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by candidate
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	3	Using project management and monitoring tools
Communicating ideas and information	3	Writing and release reports
Planning and organising activities	3	Support the Shelter Manager in designing and adapting programmed plans
Working with others and in teams	3	Work collaboratively with the Shelter Manager to write reports
Using mathematical ideas and techniques	2	Analyzing data from monitoring mechanisms
Solving problems	3	Assist in the development of monitoring framework
Using technology	2	Using tools for monitoring

Unit Title:

Provide Technical Guidance to the Shelter and Settlement Programme Team

Unit Number:

ADM.TEC.035.2

UNIT DESCRIPTOR: This unit deals with the skills, knowledge, and abilities needed to provide accurate and timely technical guidance and support to the shelter and settlement programme team.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Provide technical guidance and support to programme stakeholders

1.1 Provide technical guidance to technical units to ensure compliance.

1.2 Organize training programmes for shelter staff and partners.

1.3 Provide guidance in simple technical and/or non-technical language to programme stakeholders.

1.4 Assist developing specifications for engineering goods and services.

Element 2. Supervise technical specialists and suppliers of shelter goods and services

2.1 Lead regular coordination meetings with programme stakeholders.

2.2 Assist in the procurement and contracting of all required materials, equipment tools and services.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

These unit variables provide advice to interpret the scope and context of this unit of competence. They relate to the unit as a whole and facilitate holistic assessment.

This unit applies to designing and planning a project dealing with a wide range of issues related to shelter and settlement planning and may include: International humanitarian standards related to shelter including, but not limited to:

- Sphere standards
- Relevant IFRC and UNHCR guidelines
- Relevant Global Shelter Cluster guidelines
- Other guidelines from various institutions, such as IOM, CRS, Care, Habitat for Humanity, UN Habitat, UNDP, Oxfam GB, RedR, Practical Action, Build Change, USAID.

Shelter assistance programmes may include:

- Shelter in camps
- Rental assistance
- NFI assistance
- House land and property rights assistance
- Emergency shelter assistance including tents tarpaulins and collective centres
- Temporary/transitional shelter assistance
- Core housing
- Settlement planning

2.3 Supervise technical specialists as required.

Element 3. Ensure the technical quality of all shelter assistance

3.1 Ensure construction programmes comply with relevant local, national, and international standards and regulations.

3.2 Ensure compliance with quality, safety, and environmental standards for projects.

3.3 Ensure all activities are completed and meet satisfactory standards.

- Reconstruction and retrofit programmes
- DRR and construction training programmes

Linkage with other sectors may include:

- Rapid Assessment
- Emergency Operation Centre, including
- Information Management
- Logistics
- WASH
- Livelihoods
- Education
- Protection
- Camp coordination and Camp management.

Appropriate Technical guidance and standards may include:

- Bills of Quantities
- Technical drawings and graphics
- Technical specifications of materials and tools
- Detailed construction procedures and manuals.

Shelter programme stakeholders may include:

- Direct shelter programme staff
- Other sectorial staff or broader organisational
- staff including management
- Direct and indirect beneficiaries
- Government partners
- Subcontractors
- Suppliers of programme goods and services
- Implementing partners

Assessment Guide

The following skills and guide must be assessed as part of this unit:

- Ability to identify key technical issues related to shelter and settlement in emergencies according to situation, context, and location.
- Ability to determine technical adequacy and appropriateness of shelter interventions.
- Ability to provide technical construction advice and guidance.
- Ability to solve complex technical shelter problems.

Note on the use of the word "ensure" in Element 3:

The word 'ensure' is commonly not recommended in defining task based competencies as it is often difficult to measure. However the direct comparison to existing standards makes it easy to assess in this case. Alternative words may need to be considered when translating to other languages to 'ensure' assessment.

Linkages to Other Unit

This unit is a core unit for a Shelter Coordinator and must be delivered with other technical competencies of Shelter Coordinator.

Critical Aspects of Assessment

Evidence of the following items in regard to shelter programming is essential:

- Demonstrated ability to solve complex shelter technical problems.
- Demonstrated ability to prepare a bill of quantities and budget and implementation plan.
- Demonstrated ability to communicate complex technical problems.
- Demonstrated ability to supervise contractors and implementing partners.

Context of Assessment

This unit may be assessed on/off the job

- Assessment should include practical demonstration of the provision of technical guidance.
- Assessment should include practical demonstration of the ability to supervise technical specialists.
- Assessment should include practical demonstration of the ability to design and deliver training on a technical subject.
- Assessment must relate to the individual's work area of responsibility.

Resource Implication

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by candidate
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	3	Prepare bill of quantities
Communicating ideas and information	3	Lead coordination meeting of subcontractors
Planning and organising activities	3	Plan and execute trainings
Working with others and in teams	3	Supervise technical specialists

Using mathematical ideas and techniques	2	Prepare budgets
Solving problems	3	Convert complex technical advice
Using technology	2	Create project management tools

Unit Title:

Coordinate Shelter and Settlement Planning and Activities and all its Relevant Stakeholders

Unit Number:

ADM.TEC.036.2

UNIT DESCRIPTOR: This unit deals with the knowledge, skills, and abilities needed to coordinate with all relevant stakeholders to ensure shelter plans and activities are integrated with the work of others.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Engage beneficiaries in all stages of the shelter programme

1.1 Prioritise the needs of the most vulnerable to ensure the programme is always beneficiary needs driven.

1.2 Include beneficiaries in all stages of the programmes design and implementation.

1.3 Build local capacity for longer term sustainability and risk reduction, utilising participatory and community-based approaches.

Element 2. Liaise with other actors as directed by the Shelter Manager

2.1 Coordinate through the Shelter Cluster and other coordination mechanisms as directed.

2.2 Participate in analysis and planning of joint needs assessments.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

These unit variables provide advice to interpret the scope and context of this unit of competence. They relate to the unit as a whole and facilitate holistic assessment.

This unit applies to designing and planning a project dealing with a wide range of issues related to shelter and settlement planning and may include international humanitarian standards related to shelter including, but not limited to:

- Sphere standards
- Relevant IFRC and UNHCR guidelines
- Relevant Global Shelter Cluster guidelines
- Other guidelines from various institutions, such as IOM, CRS, Care, Habitat for Humanity, UN Habitat, UNDP, Oxfam GB, RedR, Practical Action, Build Change, USAID.

Relevant stakeholders

may include:

- The directly and indirectly affected community
- Government departments and agencies Donors
- UN Agencies,
- INGOs
- NGOs,

2.3 Liaise with all other relevant stakeholders to ensure efficiency and timelines of programme delivery.

Element 3. Coordinate the shelter team in line with other response sectors

3.1 Coordinate shelter activities and plans with other sectors to ensure an integrated settlements-based approach.

3.2 Build cooperative relationships and partnerships with other linked sectors and relevant stakeholder.

3.3 Coordinate shelter programme activities with the work of other agencies.

- CBOs
- Private Sector actors,
- Faith Based Organisations (FBOs),
- Tertiary institutes
- Military, etc.
- Suppliers of goods and services

Linkage with other sectors

may include:

- Rapid Assessment
- Emergency Operation Centre, including Information Management
- Humanitarian Logistics
- WASH
- Livelihoods
- Education
- Protection
- Camp coordination and Camp management.

Relevant programme support services

may include:

- Finance
- Administration
- Human resources
- Communications
- Logistic and transport

Assessment Guide

The following skills and guide must be assessed as part of this unit:

- Ability to engage beneficiaries in programme design and implementation.
- Ability to identify key stakeholders in a given humanitarian context.
- Ability to build professional relationships and coordinate effectively.

Linkages to Other Unit

This unit is a core unit for a Shelter Coordinator and must be delivered with other technical competencies of Shelter Coordinator.

Critical Aspects of Assessment

Evidence of the following items in regard to shelter programming is essential:

- Demonstrated ability to identify key shelter stakeholders.
- Demonstrated ability to identify geographically relevant stakeholders from multiple sectors.
- Demonstrated ability to coordinate effectively.
- Demonstrated understanding of the connections between shelter and other sectors.

Context of Assessment

This unit may be assessed on/off the job

- Assessment should include practical demonstration of coordinating in an emergency setting either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment should include practical demonstration of ability to communicate effectively in complex technical issues across culture and class.

Resource Implication

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by candidate
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	3	Beneficiary feedback mechanisms
Communicating ideas and information	3	Coordinating with multiple actors
Planning and organising activities	3	Collaborate with support services
Working with others and in teams	3	Coordinating with all stakeholders
Using mathematical ideas and techniques	2	Analyzing data from feedback mechanisms
Solving problems	3	Work out how best to coordinate multiple stakeholders
Using technology	2	Using tools for feedback

Unit Title:

Implement Shelter and Settlement Assistance Programmes

Unit Number:

ADM.TEC.037.2

UNIT DESCRIPTOR: This unit deals with the skills, knowledge, and abilities needed to assist in the implementation of a shelter and settlement programme.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Implement the activities of the shelter programme in the field

1.1 Use defined project management tools and methods to implement projects as well as manage project resources.

1.2 Apply common engineering calculations, practices, and precedents for initiating and completing project tasks.

1.3 Distribute required materials, equipment, tools, training and public outreach materials as directed.

1.4 Complete all relevant financial and administrative procedures as directed.

Element 2. Maintain the technical quality of shelter assistance provided

2.1 Assist in providing shelter and settlement technical guidance and training for communities and implementing partners.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

These unit variables provide advice to interpret the scope and context of this unit of competence. They relate to the unit as a whole and facilitate holistic assessment.

This unit applies to designing and planning a project dealing with a wide range of issues related to shelter and settlement planning and may include International humanitarian standards related to shelter including, but not limited to:

- Sphere standards
- Relevant IFRC and UNHCR guidelines
- Relevant Global Shelter Cluster guidelines
- Other guidelines from various institutions, such as IOM, CRS, Care, Habitat for Humanity, UN Habitat, UNDP, Oxfam GB, RedR, Practical Action, Build Change, USAID.

Programme management tools may include:

- Gantt charts
- Budgets
- Log-frames
- Organograms
- Project management software

2.2 Monitor technical quality of shelter programme to ensure minimum shelter standards, compliance, safety and dignity.

2.3 Undertake all programme activities in compliance with relevant local, national and international standards, regulations, reflecting agency best practice.

Element 3. Support the field activities of subcontractors, staff, and others

3.1 Support the field work of subcontractors and implementing partners to ensure programme quality.

3.2 Support junior team members to ensure their safety and efficiency.

3.3 Provide support and assistance as required to the assisted community.

Assessment Guide

The following skills and guide must be assessed as part of this unit:

- Ability to supervise implementing partners and subcontractors.
- Ability to use project management tools.
- Ability to implement a shelter programme.

Linkages to Other Unit

This unit is a core unit for a Shelter Officer and must be delivered with other technical competencies of Shelter Officer.

Critical Aspects of Assessment

Evidence of the following items in regard to shelter programming is essential:

- Demonstrated ability to train communities.
- Demonstrated ability to support subcontractors.
- Demonstrated ability to participate in an assessment.

Context of Assessment

This unit may be assessed on/off the job

- Assessment should include practical demonstration of implementing shelter programmes in an emergency setting either in the workplace or through a simulation activity.
- Assessment should include practical demonstration of ability to communicate complex technical ideas clear simple manner to lay people.

Resource Implication

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by candidate
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	3	Using project management and monitoring tools
Communicating ideas and information	3	Ability to communicate complex ideas to lay people
Planning and organising activities	3	Support the Shelter Manager in designing and adapting programme plans
Working with others and in teams	3	Work collaboratively with the Shelter Manager to write reports
Using mathematical ideas and techniques	2	Analyzing data from monitoring mechanisms
Solving problems	3	Assist in the development of monitoring framework
Using technology	3	Using tools for monitoring

Unit Title:

Provide Shelter and Settlement Assistance Equitably Based on Need

Unit Number:

ADM.TEC.038.2

UNIT DESCRIPTOR: This unit deals with the knowledge, skills, and abilities required to participate effectively in the ongoing monitoring and adaption of a shelter programme.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Participate in assessments and evaluations

1.1 Participate in field assessments as required to determine immediate and future shelter and settlement needs of the affected community.

1.2 Assist in shelter programme evaluations as required.

1.3 Contribute to team analysis of changing shelter needs.

Element 2. Undertake all shelter activities in-line with humanitarian standards and principles

2.1 Prioritise the needs of the most vulnerable addressing cross cutting issues in all programme activities.

2.2 Implement all staff code of conduct, protection, safety, and security procedures.

2.3 Conduct shelter activities in line with all relevant humanitarian shelter standards and principles.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variables

These unit variables provide advice to interpret the scope and context of this unit of competence. They relate to the unit as a whole and facilitate holistic assessment.

This unit applies to designing and planning a project dealing with a wide range of issues related to shelter and settlement planning and may include:

International humanitarian standards related to shelter including, but not limited to:

- Sphere standards
- Relevant IFRC and UNHCR guidelines
- Relevant Global Shelter Cluster guidelines
- Other guidelines from various institutions, such as IOM, CRS, Care, Habitat for Humanity, UN Habitat, UNDP, Oxfam GB, RedR, Practical Action, CaLP, Build Change, USAID.

Programme management tools may include:

- Gantt charts
- Budgets
- Log-frames
- Organograms
- Project management software

Cross cutting issues include:

- Gender
- DRR
- Environment

Element 3. Monitor shelter activities

3.1 Undertake regular MEAL (monitoring, evaluation, accountability, and learning) activities as directed.

3.2 Accurately record disaggregated data on all programme activities.

3.3 Report on any issues of concern to the Shelter Coordinator.

- Child protection
- The elderly
- Inclusivity and ensuring access for people living with a disability
- Special needs of those living with chronic transmittable diseases, such as HIV/Aids.

Note on disaggregated data:
As per Sphere standards and global gender guidelines all data should be recorded in a manner, that ensures original detail is preserved throughout any 'aggregation' process to allow future analysis of age and gender, whilst protecting individual privacy.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to participate in assessments and evaluations.
- Understanding of humanitarian standards and how to implement them in shelter and settlement.
- Ability to use standard monitoring tools and equipment.

Linkages to Other Units

This unit is a core unit for a Shelter Officer and must be delivered with other technical competencies of Shelter Officer.

Critical Aspects of Assessment

Evidence of the following items in regards to shelter programming is essential:

- Demonstrated ability to assess damage and other shelter issues.
- Demonstrated ability to use SPHERE and other standards.
- Demonstrated understanding of cross cutting issues in shelter.

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration of implementing shelter

projects in an emergency setting either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment should include practical demonstration of ability to monitor activities.

▶ Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

▶ Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by participants
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	3	Using project management and monitoring tools
Communicating ideas and information	3	Writing reports

Planning and organising activities	3	Support the Shelter Manager in designing and adapting programme plans
Working with others and in teams	3	Work collaboratively with the Shelter Manager to write reports
Using mathematical ideas and techniques	2	Analyzing data from monitoring mechanisms
Solving problems	3	Assist in the development of monitoring framework
Using technology	2	Using tools for monitoring

Unit Title:

Communicate Effectively with Shelter and Settlement Programme Stakeholders

Unit Number:

ADM.TEC.039.2

UNIT DESCRIPTOR: This unit deals with skills, knowledge, and abilities needed to ensure effective liaison and communication with relevant humanitarian actors.

ELEMENT AND PERFORMANCE CRITERIA

Element 1. Communicate with the affected community

1.1 Engage the community in all shelter activities and plans.

1.2 Implement and respond to community feedback mechanisms.

1.3 Work with communities to ensure the needs of the most vulnerable are prioritized and all views are heard and respected.

Element 2. Coordinate directly with other actors in the field

2.1 Engage with the Shelter Cluster and other coordination mechanisms as directed by the Shelter Coordinator.

2.2 Participate in regular coordination meetings with relevant stakeholders.

2.3 Liaise with all relevant partners and stakeholders in the field.

UNIT VARIABLE AND ASSESSMENT GUIDE

Unit Variable

These unit variables provide advice to interpret the scope and context of this unit of competence. They relate to the unit as a whole and facilitate holistic assessment.

This unit applies to designing and planning a project dealing with a wide range of issues related to shelter and settlement planning and may include International Humanitarian Standards related to shelter including, but not limited to:

- Sphere standards
- Relevant IFRC and UNHCR guidelines
- Relevant Global Shelter Cluster guidelines
- Other guidelines from various institutions, such as IOM, CRS, Care, Habitat For humanity, UN Habitat, UNDP, Oxfam GB, RedR, Practical Action, Build Change, USAID.

Relevant stakeholders may include:

- Formal and informal coordination mechanisms
- Government departments and agencies
- Donors
- UN Agencies
- INGOs
- NGOs
- CBOs
- Private Sector actors
- Suppliers of programme goods and services
- Faith Based Organisations (FBOs)
- Tertiary institutes
- Military, etc.

Element 3. Coordinate with other sector teams to ensure integration and complementarity of assistance

3.1 Ensure all construction activities are undertaken in coordination with other linked sector teams.

3.2 Engage directly with staff from linked sectors to ensure integrated response.

3.3 Collaborate with relevant programme support services to ensure programme efficiency, effectiveness, accountability and transparency.

Linkage with other sectors may include:

- Rapid Assessment
- Emergency Operation Centre, including Information Management
- Humanitarian Logistics
- WASH
- Livelihoods
- Education
- Protection
- Camp coordination and Camp management.

Relevant programme support services may include:

- Finance
- Administration
- Human resources
- Communications
- Logistic and transport

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to engage beneficiaries in programme design and implementation.
- Ability to identify key stakeholders in a given humanitarian context.

Note on the use of the word "ensure" in Element 3: The word 'ensure' is commonly not recommended in defining task based competencies as it is often difficult to measure. However the direct comparison to existing standards makes it easy to assess in this case. Alternative words may need to be considered when translating to other languages to 'ensure' assessment.

Linkages to Other Units

This unit is a core unit for a **Shelter Officer** and must be delivered with other technical competencies of **Shelter Officer.**

Critical Aspects of Assessment

Evidence of the following items in regards to shelter programming is essential:

- Demonstrated ability to identify key shelter stakeholders.
- Demonstrated ability to identify geographically relevant stakeholders from multiple sectors.
- Demonstrated ability to coordinate effectively
- Demonstrated understanding of the connections between Shelter and other sectors.

Context of Assessment

This unit may be assessed on/off the job.

- Assessment should include practical demonstration of coordinating in an emergency setting either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.
- Assessment should include practical demonstration of ability to communicate effectively in complex technical issues across culture and class.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observing of practical performance by participants
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

Key Competencies in this Unit

Level 0 = irrelevant, not to be assessed
Level 1 = competence to undertake tasks effectively
Level 2 = competence to manage tasks
Level 3 = competence to use concepts for evaluating

KEY COMPETENCIES	LEVEL	EXAMPLES
Collecting, organising, and analysing information	3	Beneficiary feedback mechanisms
Communicating ideas and information	3	Coordinating with multiple actors
Planning and organising activities	3	Collaborate with support services
Working with others and in teams	3	Coordinating with all stakeholders
Using mathematical ideas and techniques	2	Analyzing data from feedback mechanism
Solving problems	3	Work out how best to coordinate multiple stakeholders
Using technology	2	Using tools for feedback

DISCLAIMER

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