



Learner Assessment Guide
Unit Standard 16940
Implement an advocacy plan in fire and rescue service organisations
(Level 4, Credit 3, Version 3)

Level Descriptor

Level	Process	Employing	Responsibility
4	Carrying out processes that: <ul style="list-style-type: none"> • Require a wide range of scholastic skills • Offer a considerable choice of procedures • Are employed in a variety of familiar and unfamiliar contexts 	Employing: <ul style="list-style-type: none"> • A broad knowledge base incorporating some theoretical concepts • Analytical interpretation of information • Informed judgement • A range of sometimes innovative responses to concrete but often unfamiliar problems 	Applied: <ul style="list-style-type: none"> • In directed activity • Under broad guidance and evaluation • With complete responsibility for the quantity and quality of output • With possible responsibility for the quantity and quality of the output of others

Descriptors: Credit 3 - will require approximately 30 - 36 hours of learning, practice or experience and assessment for a person with no previous knowledge or experience.

Version 3 - This document has been prepared based on version 3 of the Unit Standard.

Elements:

1. Identify and incorporate suitable communication methodologies in local advocacy plans.
2. Act as an advocate for the fire and rescue services community.
3. Review advocacy events.

Prerequisites: Recommended: Unit 16939, *Demonstrate knowledge of advocacy in fire and rescue service organisations*, or demonstrate equivalent knowledge and skills.

Special Notes: Legislation relating to this unit standard includes the Privacy Act 1993 and subsequent amendments.

Advocacy refers to the activity of supporting the candidate's organisational values, strategies, policies, and processes in the wider community context to promote and change understanding toward safe fire practices.

Community may include, but is not limited to, a community of interest, a community of locality, a cultural community, and a kin group.

Advocacy interventions is the activity that the advocate is conducting with respect to the community.

The term *communication methodologies* is used to describe the type and use of various communication methods that involve cultural sensitivities, age awareness, socio-economic constraints.

Assessment Brief Instructions:

Assessing Element 1: Identify and incorporate suitable communication methodologies in local advocacy plans from a fire and rescue service perspective

The learner ensures the scope of applied communication methodologies in advocacy planning is identified in accordance with organisational best practice.

The learner ensures applied communication methodologies incorporated in advocacy plans match community group conditions and needs.

Assessing Element 2: Act as an advocate for fire and rescue services in the community

The learner ensures alliances identified in the advocacy plan are utilised in accordance with the plan throughout the advocacy process.

The learner ensures spokespeople are supported by the advocate and the advocacy plan is coordinated in accordance with the roles of those involved. This may include but is not limited to:

- social agencies
- emergency service providers
- community and service groups
- educational institutions

The learner ensures communication skills used are in accordance with best practice in advocacy events. This must include:

- empathetic listening
- problem solving
- assertion
- negotiation
- networking
- cultural appropriateness

The learner ensures practical skills used are in accordance with best practice in advocacy events. This must include:

- accessing information and resources
- use of information and resources
- networking
- cultural appropriateness
- focus on the issues in the plan
- gaining feedback

The learner ensures information is collected, stored, and used in accordance with the Privacy Act 1993 and organisational policy.

Assessing Element 3: Review advocacy interventions

The learner ensures feedback from the community on advocacy interventions is incorporated into the advocacy process. This may include but is not limited to:

- advocacy evaluation documentation
- advocacy debriefing forums
- organisational advocacy reporting

The learner ensures the performance and suitability of advocacy events are recorded for the purpose of improving advocacy planning consistent with organisational reporting procedures.