



Australasian Fire and Emergency
Service Authorities Council

ESSENTIAL KNOWLEDGE

Basic Home Fire Safety

Supporting units of competency from the
CHC08 Community Services Training Package

DELIVERY AND ASSESSMENT TOOL

The Australasian Fire and Emergency Service Authorities Council is deeply indebted to the officers and firefighters of member agencies who assisted in the development of this publication.

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CHC08 Community Services Training Package

Competency standards

Basic home fire safety is part of the Essential Knowledge in the following units of competency from the CHC08 Community Services Training Package:

- CHCCH301A Work effectively in social housing
- CHCCN301A Ensure the health and safety of children
- CHCCS411A Work effectively in the community sector
- CHCCS513A Maintain an effective community sector work environment (only identified in the Range Statement)
- CHCHC311A Work effectively in home and community care
- CHCHC401A Coordinate and monitor home based support
- CHCNAN301A Attend to daily functions in home based child care
- CHCOHS312A Follow safety procedures for direct care work
- CHCOSHC401A Support children to participate in outside school hours care.

In these units, the Range Statement outlines that basic home fire safety includes knowledge of:

- high fire risk groups
- behaviour that may contribute to fire injury and/or fatality
- role of a working smoke alarm
- types of smoke alarms
- optimum placement of smoke alarms
- smoke alarm testing and cleaning
- referring client for smoke alarm installation and maintenance.

As outlined in the CHC08 Community Services Training Package, all CHC units of competency include the following statement under 'Critical aspects for assessment and evidence required':

- 'The individual being assessed must provide evidence of specified essential knowledge as well as skills'. (page 96)

In some units, reference is also made to basic home fire safety under Essential Skills, such as:

- demonstrate basic home fire safety and emergency response procedures - in CHCHC311A Work effectively in home and community care
- monitor basic home fire safety and emergency response procedures - in CHCHC401A Coordinate and monitor home based support.

Consequently, the information provided in the AFAC learning resource *Essential Knowledge: Basic Home Fire Safety* will support training and assessment of basic home fire safety knowledge and where applicable, basic home fire safety skills.

Qualifications

The units of competency listed above are part of the qualifications listed below either as entry requirements, compulsory units, alternative compulsory units or elective units.

Individual client support

Aged care

- CHC30208 Certificate III in Aged Care
- CHC40108 Certificate IV in Aged Care

Home and community care

- CHC30308 Certificate III in Home and Community Care
- CHC40208 Certificate IV in Home and Community Care

Disability

- CHC30408 Certificate III in Disability
- CHC40308 Certificate IV in Disability
- CHC50108 Diploma of Disability

Mental health, and alcohol and other drugs

- CHC40408 Certificate IV in Alcohol and Other Drugs
- CHC50208 Diploma of Community Services (Alcohol and other drugs)
- CHC50308 Diploma of Community Services (Mental health)
- CHC50408 Diploma of Community Services (Alcohol, other drugs and mental health)

Leisure and health

- CHC40608 Certificate IV in Leisure and Health
- CHC50508 Diploma of Leisure and Health

Children's and youth services

Children's services

- CHC30708 Certificate III in Children's Services
- CHC41208 Certificate IV in Children's Services (Outside school hours care)
- CHC50908 Diploma of Children's Services (Early childhood education and care)
- CHC51008 Diploma of Children's Services (Outside school hours care)

Children's contact services

- CHC41308 Certificate IV in Children's Contact Services Work
- CHC51108 Diploma of Children's Contact Services Work

Child, youth and family intervention

- CHC41408 Certificate IV in Child, Youth and Family Intervention (Residential and out of home care)
- CHC41508 Certificate IV in Child, Youth and Family Intervention (Child protection)
- CHC41608 Certificate IV in Child, Youth and Family Intervention (Family support)
- CHC51208 Diploma of Child, Youth and Family Intervention

Education support

- CHC30808 Certificate III in Education Support

Youth work

- CHC41808 Certificate IV in Youth Work
- CHC51408 Diploma of Youth Work

Youth Justice

- CHC41908 Certificate IV in Youth Justice
- CHC51508 Diploma of Youth Justice

Pathway qualifications

- CHC20108 Certificate II in Community Services
- CHC30108 Certificate III in Community Services Work

Community services and development**Community services and community development**

- CHC40708 Certificate IV in Community Services Work
- CHC50608 Diploma of Community Services Work
- CHC40808 Certificate IV in Community Development
- CHC50708 Diploma of Community Development

Social housing

- CHC30508 Certificate III in Social Housing
- CHC40908 Certificate IV in Social Housing
- CHC50808 Diploma of Social Housing

Active volunteering

- CHC30608 Certificate III in Active Volunteering

Advocacy and pastoral care

- CHC41008 Certificate IV in Community Services Advocacy
- CHC41108 Certificate IV in Pastoral Care

Client services**Employment services and career development**

- CHC30908 Certificate III in Employment Services
- CHC51608 Diploma of Employment Services
- CHC42108 Certificate IV in Career Development

Information, advice, referral, counselling and mediation

- CHC31008 Certificate III in Telephone Counselling Skills
- CHC42508 Certificate IV in Community Services (Information, advice and referral)

Case management, financial counselling and celebrancy

- CHC42608 Certificate IV in Celebrancy
- CHC52008 Diploma of Community Services (Case management)
- CHC52108 Diploma of Community Services (Financial Counselling)

Community sector coordination/management

- CHC52208 Diploma of Community Services Coordination

Skill Sets

The CHC08 Community Services Training Package also identifies Skill Sets in the following areas, which include the units of competency listed above:

- basic foot care
- disability advocacy
- homelessness support work
- leisure and recreation
- orientation of managers to the community sector
- pastoral care
- social housing work.

General Information

This document is a delivery and assessment tool for basic home fire safety knowledge, which is Essential Knowledge in the CHC08 Community Services Training Package as outlined above.

The content for basic home fire safety Essential Knowledge is covered in the AFAC learning resource *Essential Knowledge: Basic Home Fire Safety*.

Australian Qualifications Framework

Participants who are assessed by a Registered Training Organisation (RTO) as competent against a unit of competency from a national Training Package will be awarded a nationally recognised Statement of Attainment in accordance with the Australian Qualifications Framework (AQF).

As outlined in the CHC08 Community Services Training Package, all CHC units of competency include the following statement under 'Critical aspects for assessment and evidence required':

'The individual being assessed must provide evidence of specified essential knowledge as well as skills'. (page 96)

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the *AQTF 2007 Essential Standards for Registration*.

Delivery and assessment strategy

The delivery session plan in this document is designed to be used in conjunction with the AFAC learning resource *Essential Knowledge: Basic Home Fire Safety*.

The plan is designed as an aid for personnel who provide training in the workplace, but for whom training may not be a major part of their job. The plan provides an outline of the content and key points to be covered in the AFAC learning resource *Essential Knowledge: Basic Home Fire Safety*. The delivery of standard content ensures consistency in the training. An experienced facilitator/trainer, may, however, choose to address each topic in a slightly different way.

The instructions contained within the session plan can be adapted to suit the specific requirements, policies and procedures of individual workplaces. Suggested times have been allocated for each component of the training. Facilitators/trainers can vary these times, based on their experience, the needs of participants and organisational requirements.

Self-check questions and activities are included in the learning resource to assist in the development of basic home fire safety knowledge.

Compliance

Compliance issues must be addressed prior to delivery. The following details provide some guidance but may need to be supplemented with workplace-specific information.

Legislation

Commonwealth and state/territory legislation relevant to working on the community sector must be appropriately addressed.

Occupational health and safety

Specific occupational health and safety (OH&S) legislation in each state and territory provides a framework for improving standards of workplace health and safety, and for reducing work-related accidents and diseases.

Such OH&S legislation has provided, in some instances, for Codes of Practice which give practical guidance for operations in specific types of workplaces. Where such Codes of Practice specify operational guidelines, these should be observed. Operational guidelines may require a risk assessment before work commences, as well as risk control measures during work.

Australian Standards

RTOs undertaking training must ensure that relevant Australian Standards are observed.

Standard Operating Procedures

Workplace-specific standard operating procedures (SOPs) must also be adhered to where relevant. SOPs are defined as any organisational directives that establish a standard course of action. These are in writing, official, applied to all situations and enforced and integrated into organisational management systems.

Risk management

Risk management requires an assessment of risk before work commences and implementation of risk control measures during work.

Risk assessment may require an evaluation of the:

1. skill and experience (sometimes evidenced by formal accreditation) of personnel involved, and numbers of personnel
2. type of operations to be undertaken, or work to be performed
3. environment within which the operations will be undertaken
4. type of equipment to be used.

Risk control may require:

5. establishment of safe work practices in accordance with OH&S requirements
6. provision and mandatory use of protective equipment and clothing.

Training Information

Target audience

The target audience for this training is:

- existing community sector workers - where basic home fire safety knowledge is new
- people wishing to enter the community sector - where basic home fire safety knowledge is new
- new community sector workers - as part of induction training
- existing community sector workers - as part of refresher training and skills maintenance.

Duration

The nominal duration for this training is **two** hours.

Learning objectives

At the completion of this training, participants should be able to demonstrate knowledge about:

- fire speed and spread
- role of fire services
- high risk groups in terms of basic home fire safety
- information that will assist clients to prevent a fire in their home
- information that will help clients to reduce or limit the severity of a fire in their home
- behavioural risk factors that may contribute to fire injury and/or fatality in a fire in the home
- behaviour that will reduce the risk of fire in the home
- role of a working smoke alarm
- different types of smoke alarms
- cleaning and testing required for smoke alarms
- placement of smoke alarms on basic house plans
- when to refer clients for smoke alarm installation or maintenance.

Resources and equipment

Resources required to support the learning process are:

- AFAC learning resource *Essential Knowledge: Basic Home Fire Safety*
- smoke alarms - ionisation, photo-electric, those suitable for people who are hearing impaired.

Participants are not required to provide equipment unless specifically requested to do so by the RTO.

The RTO delivering this training will need to provide:

- classroom facilities, references, practical training area
- copies of the AFAC learning resource *Essential Knowledge: Basic Home Fire Safety*
- relevant workplace policies and procedures.

Facilitator/trainer qualifications

Where participants want their basic home fire safety knowledge assessed as part of the Essential Knowledge in specific unit/s of competency from the CHC08 Community Services Training Package, the *AQTF 2007 Essential Standards for Registration* apply.

For the purposes of the *AQTF 2007 Essential Standards for Registration*, all facilitators/trainers need to:

- have or be under the general supervision of someone who has a TAA40104 Certificate IV in Training and Assessment (or equivalent)
- be competent in terms of basic home fire safety knowledge.

Advice for facilitators/trainers

Facilitators/trainers are advised to deliver the training using the resource materials supplied, and to be familiar with the learning resource and other relevant references.

At the beginning of the training, ask participants to share their experiences about basic home fire safety.

Encourage group discussion by using 'open' rather than 'closed' questions. That is, ask questions that will allow for information gathering rather than for 'yes' or 'no' responses. Make sure that the discussion remains focussed and reinforces key learning points.

Keep the training sessions moving. You will find that participants will respond more constructively to your questions and information if you balance them throughout the session.

Throughout the session, ask the participants to:

- explain why a piece of information is important
- analyse an issue or situation
- share an experience to help support the information
- solve a problem, perhaps by completing an activity in the learning resource.

Remember to consider key adult learning principles in your delivery and recognise that adults:

- are self-motivated and are motivated by the need for personal development
- have extensive knowledge, skills and experience
- learn most effectively through problem solving and activity rather than listening to information
- absorb and retain information more easily if the opportunity is given to apply new knowledge immediately.

Basic Home Fire Safety Session Plan

Time	Content	Aids
5 min	Introduction <ul style="list-style-type: none"> Introduce yourself and any other presenters. Ask participants to introduce themselves and their background in the community sector - participants may also like to share any experiences they have in relation to basic home fire safety with clients. Explain housekeeping, catering, and safety arrangements. Check that participants have the learning resource and any other required items. Briefly outline the training program and how assessment will take place (where applicable). 	<ul style="list-style-type: none"> AFAC learning resource <i>Essential Knowledge: Basic Home Fire Safety</i>
10 min	Topic 1 - Fire <ul style="list-style-type: none"> Introduce the concept of fire speed and spread. Explain heat transfer and source of heat. Outline the role of fire services. 	<ul style="list-style-type: none"> AFAC learning resource <i>Essential Knowledge: Basic Home Fire Safety</i> - Section 1
15 min	Topic 2 - Home fire safety: High risk groups <ul style="list-style-type: none"> Explain why knowledge of high risk groups is important, in terms of home fire safety. Take participants through the main findings of AFAC research into who is at risk in a residential fire - in terms of fatalities and injuries. 	<ul style="list-style-type: none"> AFAC learning resource <i>Essential Knowledge: Basic Home Fire Safety</i> - Section 2
30 min	Topic 3 - Behaviour in the home that may contribute to fire injury and/or fatality <ul style="list-style-type: none"> Explain the major risk factors for fire injuries and fatalities in the home: <ul style="list-style-type: none"> age - people aged 65 years and over; children under 5 years smoking alcohol consumption social and financial disadvantage. Discuss the role of community sector workers in terms of home fire escape/evacuation planning. Take participants through the role of community sector workers in terms of promoting positive actions to clients about: <ul style="list-style-type: none"> appliances and equipment candles and oil burners cooking electrical repairs heating hoarding security smoke alarms smoking storage of chemicals. 	<ul style="list-style-type: none"> AFAC learning resource <i>Essential Knowledge: Basic Home Fire Safety</i> - Section 3

Time	Content	Aids
30 min	<p>Topic 4 - Smoke alarms</p> <ul style="list-style-type: none"> • Explain to participants: <ul style="list-style-type: none"> – role of a working smoke alarm – placement of smoke alarms – types of smoke alarms – smoke alarm testing and cleaning – smoke alarm faults – lifespan of smoke alarms – referring client/s for smoke alarm installation and maintenance. • Discuss the role of community sector workers in relation to smoke alarm information. 	<ul style="list-style-type: none"> • AFAC learning resource <i>Essential Knowledge: Basic Home Fire Safety</i> - Section 4
10 min	<p>Self-check questions</p> <ul style="list-style-type: none"> • Ask participants to complete the self-check questions in the Workbook. • Ask participants to check their answers at home. 	<ul style="list-style-type: none"> • AFAC Workbook <i>Essential Knowledge: Basic Home Fire Safety</i>
20 min	<p>Activities - assessment</p> <ul style="list-style-type: none"> • Determine assessment activities to be used. • Determine whether responses are required in writing or orally. • Determine where group work is appropriate - where group work is used, assessors must make sure that all participants are assessed individually. 	<ul style="list-style-type: none"> • AFAC Workbook <i>Essential Knowledge: Basic Home Fire Safety</i>

Assessment Information

Assessment

Assessment is only relevant where participants are undertaking this training as part of units of competency from the CHC08 Community Services Training Package, for which they want to be assessed.

Knowledge of basic home fire safety is part of this assessment process because 'the individual being assessed must provide evidence of specified essential knowledge as well as skills' (CHC08 Community Services Training Package).

Evidence of competence

Participants who are assessed as competent by a Registered Training Organisation (RTO) can use this assessment as evidence against the Essential Knowledge and/or Essential skills in the units of competency listed at the beginning of this document.

Assessor qualifications

Where participants want their basic home fire safety knowledge assessed against the Essential Knowledge and/or Essential skills in units of competency from the CHC08 Community Services Training Package, the *AQTF 2007 Essential Standards for Registration* apply.

For the purposes of the *AQTF 2007 Essential Standards for Registration*, assessors must:

- hold the following competencies from the TAA04 Training and Assessment Training Package (or equivalent): TAAASS401C Plan and organise assessment, TAAASS402C Assess competence, TAAASS404B Participate in assessment validation
- be competent in terms of basic home fire safety knowledge.

Alternatively, an assessment team that collectively meets the above qualifications may conduct the assessment jointly.

An assessor does not necessarily have to personally gather all the evidence for assessment; evidence can also be gathered from third party reports and comments from the workplace.

Briefing of applicant

Applicants must be briefed on the general content and format of the assessment prior to being assessed. If the assessment is integrated into the training, this briefing should normally be given during the introduction. In other cases, the briefing should provide reasonable time for applicants to prepare themselves for the assessment.

Skills recognition

It is the responsibility of the participant to initiate an application for skills recognition. Participants who believe they can substantiate relevant current competence in basic home fire safety can apply for skills recognition. With skills recognition, the participant would undertake assessment without undertaking the training, as their application for skills recognition is saying that they do not require the training.

Re-assessment

Any participant deemed 'not yet competent' will be re-assessed in accordance with workplace policy and procedures.

Appeals and grievances

An appeal against an assessment outcome or process may be lodged at any time if the participant undergoing assessment feels that they have been disadvantaged or discriminated against. All appeals and grievances must be conducted in accordance with documented workplace policy and procedures.

Content of assessment

The assessment will consist of responses provided to the activities in the AFAC learning resource *Essential Knowledge: Basic Home Fire Safety*.

Responses may be provided:

- in writing or orally
- as part of group work - where group work is used, assessors must make sure that all participants are assessed individually
- to as many of the activities the assessor deems necessary to determine competence
- over time.

Note: 'Answers' to the activities are not supplied as most are specific to a particular workplace. Assessors should use their own judgement in assessing whether an answer demonstrates competency. If the participant gives an incomplete answer or misunderstands an activity, assessors should assist them with clarifying remarks.

Additional requirements

Nothing in this document shall be construed to prevent:

- an organisation from specifying more stringent training and/or assessment throughout all, or within any part, of the organisation
- an industry association, or similar body, from specifying or recommending more stringent training and/or assessment throughout all, or within any part, of the industry
- a government instrumentality from specifying or recommending different training and/or assessment throughout all, or within any part, of their jurisdiction.

Basic Home Fire Safety Assessment Checklist

This checklist can be used during the assessment of participants.

Place a tick (✓) in the appropriate box when you are satisfied the participant is competent. Leave the box blank and test competence further if you are unsure. Use a cross (✗) to indicate any action/answer by the participant which could result in a risk to safety in the workplace. Use one copy of the following table for each participant.

Gathering evidence

Basic home fire safety assessment	
Applicant produced evidence of basic home fire safety knowledge in relation to:	✓ / ✗
• high fire risk groups	
• behaviour that may contribute to fire injury and/or fatality	
• role of a working smoke alarm	
• types of smoke alarms	
• optimum placement of smoke alarms	
• smoke alarm testing and cleaning	
• referring client for smoke alarm installation and maintenance	
Judgement of knowledge	
Competent	
Not yet competent Recommended actions:	
Signature (participant): Date:	
Signature (assessor): Date:	

Training Program Evaluation Questionnaire

Please take the time to complete this evaluation form. Feedback we receive from you is important and it allows us to measure the effectiveness of the training program and to assist us in continuous improvement. Please read the questions below and tick the rating scale to indicate your answer.

Training Program Title:					
Facilitator/Trainer Name:					
Participant Name: (Optional) Phone: (Optional)					
Date:					
	Not Adequate	Fair	Good	Very Good	Excellent
Delivery and content					
Facilitator/trainer knowledge of subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitator/trainer motivation of learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitator/trainer was clear and easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitator/trainer encouraged participation and answered questions clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning objectives and outcomes were clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance of learning content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Usefulness of learning resource and workbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resource and workbook were easy to follow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Usefulness of the learning resource as a reference guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment					
Clear statement of assessment method and criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment was appropriate and relevant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment was conducted fairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities					
Adequacy of venue for the training and audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequacy of equipment and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>