

UNIT CODE	NAT10913006
UNIT TITLE	Create a healthy home for children
APPLICATION	<p>This unit applies to building biologists or individuals who, as part of their occupation or work role, identify and mitigate hazards in the home that impact children's health.</p> <p>It requires knowledge of toxicology, critical windows of development, routes of exposure, detoxification pathways, breathing zones, and understanding of the hazards in the built environment that impact children (electromagnetic fields, allergens and toxicants) and knowledge of effective solutions.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
COMPETENCY FIELD	050999 Environmental Studies, nec
ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify hazards that impact children's health	<p>1.1 Identify health hazards in the built environment that impact children's health</p> <p>1.2 Identify the adverse health effects in children arising from exposure to hazards in the home</p>
2. Assess children's vulnerability to hazards in the built environment	<p>1.1 Identify the unique characteristics that make children vulnerable to toxicants</p> <p>1.2 Identify the unique characteristics that make children vulnerable to electromagnetic fields</p> <p>1.3 Identify the unique characteristics that make children vulnerable to allergens</p>
3. Provide recommendations to address health hazards that impact children	<p>3.1 Apply the Hierarchy of Control to mitigate exposure to hazards</p> <p>3.2 Provide recommendations to reduce a child's exposure to toxicants</p>

	3.3	Provide recommendations to reduce a child's exposure to electromagnetic fields
	3.4	Recommend ways to reduce a child's exposure to allergens
4. Document findings	4.1	Compile and document findings obtained from researching children's environmental health
	4.2	Identify key personnel to assist in establishing a healthy home for children
	4.3	Identify suppliers of products to assist in establishing a healthy home for children

FOUNDATION SKILLS

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Reading skills to:	<p>Read and comprehend a range of texts from a range of sources and in varying formats in order to form opinion</p> <p>Evaluate the usefulness of texts to meet the purpose</p> <p>Evaluate the credibility and relevance of information and ideas as part of the reading process</p> <p>Understand an increasing number of uncommon words and abstractions</p> <p>Select references relevant to purpose</p>
Writing skills to:	<p>Produce, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information</p> <p>Address the context, purpose and audience when generating text</p> <p>Integrate information and ideas from a range of sources, e.g. course materials, governmental and non-governmental organisations specialising in environmental health and children's health, and suppliers of products</p> <p>Relay/report researched information using clear and direct language appropriate to the reader/audience</p> <p>Validate findings where appropriate</p>



Oral communication skills to:	Listen strategically to gather verbal information from videos, YouTube clips and lectures.		
Numeracy skills to:	Use mathematical skills to interpret symbols, tables, graphs, formulae, algebraic representation and charts (where applicable) to decide on the appropriate accuracy for the outcome		
Learning skills to:	Actively and independently seeks a range of new information through research. Reflect on researched material Reinforce learning by applying new knowledge gained through research Checks on updates within the field of children's environmental health		
Problem-solving skills to:	Interpret case studies, identify sources of hazards in the built environment that impact children's health and provide solutions to minimise exposure		
Self-management skills to:	Use simple organising methods to manage reference material.		
Technology skills to:	Use software capabilities to insert references. Use software and the internet to store and access information and project documentation.		
UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	NAT10913006 Create a healthy home for children	BLDBIO606 Create a healthy home for children	Equivalent unit

TITLE	Assessment Requirements for NAT10913006 Create a healthy home for children
PERFORMANCE EVIDENCE	The learner must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, and manage tasks and

	<p>contingencies in the context of the role of a Building Biology Consultant. There must be demonstrated evidence that the learner has completed the following tasks:</p> <ul style="list-style-type: none"> • Used authoritative sources of information in the field of children’s environmental health • Identified children’s susceptibility to toxicants, allergens and electromagnetic fields • Researched adverse health effects arising from children’s exposure to toxicants, allergens and electromagnetic fields in the home • Applied the Hierarchy of Control to mitigate exposure to health hazards in the built environment • Provided recommendations to reduce a child’s exposure to toxicants, allergens and electromagnetic fields in the home • Identified key personnel and suppliers required to assist in establishing a healthy home for a child • Used computer software to conduct research
<p>KNOWLEDGE EVIDENCE</p>	<p>The learner must be able to demonstrate essential knowledge required to effectively do the tasks outlined in elements and performance criteria of this unit, and manage the tasks and contingencies in the context of variable building sites. This includes knowledge of:</p> <ul style="list-style-type: none"> • Analysing information from a range of authoritative sources including government, non-government, industry associations and YouTube videos relevant to the field of study. • Hazards in the built environment that impact children’s health • Children’s vulnerability to environmental hazards, including: <ul style="list-style-type: none"> ○ critical windows of development ○ toxicology ○ breathing zone ○ unique exposure pathways ○ developing organs • Adverse health effects in children arising from exposure to toxicants, electromagnetic fields (AC magnetic and RF-EMFs) and allergens in the home

	<ul style="list-style-type: none"> • Hierarchy of Control as a means to mitigate exposure to health hazards in the built environment • Recommendations and solutions to avoid and/or reduce a child’s exposure to hazards in the built environment including distance, shielding, avoidance, healthier household products, integrative pest management, asthma-friendly vacuum cleaners, housekeeping etc • Key personnel needed to assist in creating a healthy home may include tradespersons (licensed electricians, plumbers), mould remediators, shielding companies, integrative physicians, integrated pest controllers etc • Suppliers of products may include healthier household products and bedding, non-chemical forms of pest control, shielding, asthma-friendly vacuum cleaners, microfibre cloths etc.
<p>ASSESSMENT CONDITIONS</p>	<p>Assessment methods must include:</p> <ul style="list-style-type: none"> • Case studies and scenarios • Knowledge questions/quiz <p>Assessor Requirements</p> <p>Assessors must:</p> <ul style="list-style-type: none"> • have a minimum of two years’ experience working as a Building Biologist