

Reference only - embargoed for application until end August

Competency Statements template: AusIMM CP – Social Performance Discipline

This template is to be completed by applicants seeking AusIMM Chartered Professional accreditation and/or RPEQ assessment in the Discipline of Social Performance to demonstrate the relevant competencies have been achieved in accordance with the [Chartered Professional Regulation and Guideline 3](#)

Applicant Name	
AusIMM Membership No	

Section 1: What did you study?

List your tertiary qualification(s) relevant to the discipline of Social Performance. Applicants without a relevant primary Social Performance degree must list all key coursework that supports this application:

Table 1.1: Qualifications

Qualification	Institution	Year of Award

List any other (non-AusIMM) memberships of significance/relevance or relevant awards received:

Table 1.2: Memberships and Awards

Membership of other relevant organisation	Institution	Year of Award

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Section 2: How have you applied this knowledge and where did you do this?

Summarise your work experience relevant to the Discipline of Social Performance, including the location, employer and role description:

Table 2: Work experience in Discipline

From	To	Location and Commodity/ies	Employer	Role(s)

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Section 3: What competencies have you gained from study and work to support this application?

Please detail the **skills/competencies** you have gained from your work and study in Table 3 below.

Use this guide to rate your level of competency in each applicable area of practice:

Level of competency	What this means for the CP applicant
B – Basic	Can perform tasks with some supervision
M – Medium	Can perform tasks unsupervised
A – Advanced	Able to troubleshoot and teach or supervise others
E – Expert	At the top of the field, highly knowledgeable, a 'go-to' person/expert

If your career is longer than 10 years, please concentrate on the last 10 years. Assessors need to see sufficient (and a range of) skills/competencies to ensure that you have the required experience in the Discipline.

In addition to detailing your competencies in the Social Performance Discipline Areas of Practice (as detailed below), please include any other competencies you have gained that you believe are relevant to this Chartered Professional Discipline.

You are not required to respond to every Area of Practice; only those relevant to you.

Table 3: Competencies

Social Performance Area of Practice	Location/Role where skill/competency gained	Skill/s developed related to this Area of Practice	Period of practice (years)	Competency Level (B, M, A or E)

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Areas of Practice: Social Performance

Social Performance practitioners advise on, guide and undertake work activities that seek to minimise harm and maximise benefits from minerals sector enterprises on affected stakeholders and in doing so constructively and sustainably position minerals sector activity in its social context. Social Performance work undertaken effectively integrates across many enterprise functional areas through all stages of mineral exploration, project evaluation, construction, operations, transition to closure and post-closure. It includes the preparation and implementation of Social Performance management plans that support optimal business strategy, socioeconomic research and monitoring, community engagement, the preparation of social-related compliance and other documentation required by government and financial lenders, the development of social-related business policy and involvement in assurance activities. It can also involve a range of activities that support the application of sustainable development principles in all stages of the resource extraction cycle.

The following 'Areas of Practice' (AoP) descriptors and listed examples of competency indicators are intended to support Social Performance professional development that provides a pathway to AusIMM Chartered Professional (CP) status. The 'Areas of Practice' are not all relevant everywhere, nor in their entirety to everyone in Social Performance roles considering CP pathway and status. They are updated regularly by the Social & Environment Committee in response to evolving industry needs. Some AoP's are systemic to the minerals sector, hence apply to both the Environment and Social Performance disciplines and are identified accordingly.

1. *Social science*. Collecting and interpreting social science data relevant to natural resource exploration, development, operations and closure. Competency indicators include:
 - being proficient in desktop and field based quantitative and qualitative social science research;
 - knowledge of development and behavioural studies, sociology, anthropology, ethnography and archaeology;
 - compiling socioeconomic and sociocultural knowledgebase studies, including validation approaches;
 - understanding and using risk frameworks to determine community and social group priorities;
 - undertaking Social Impact Assessment (regulatory and business-driven), including human rights assessment;
 - understanding overarching gender, cultural diversity, vulnerable people and human rights considerations and taking these into account across all areas of practice;
 - understanding data distorting effects such as 'survey fatigue' and 'observer effect';
 - familiarity with the 'Capital' frameworks model (e.g. natural, social, human, built and financial), including transfer flows and drivers; and
 - other social analysis frameworks relevant to natural resource extraction.

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2. Community and stakeholder communication and engagement. Designing and implementing effective communication, consultation and engagement with affected communities and stakeholders. Competency indicators include:
 - preparing stakeholder engagement plans;
 - carrying out stakeholder mapping, including their interests, influence and materiality;
 - identifying communities of direct interest within the stakeholder network;
 - organising and undertaking engagement activities at micro (1:1), mezzo (small group), macro (institution) and meta (global context) levels;
 - sustaining community and stakeholder direct feedback of views and concerns regarding existing operations and proposed projects
 - preparing community and stakeholder communication plans including key messages; and
 - skills in social media management.
3. Cultural competency and training. Understanding the customs, norms and values of different local and minority community groups. Competency indicators include:
 - knowing how and why these may differ from those of the dominant culture and how this affects how people experience the impacts of extractive activities;
 - understanding how different world views affect social and business relationships, behaviours and political outcomes;
 - understanding the difficulties that local, marginalised and other minority groups may experience in the face of development;
 - demonstrating respect for ethnic, race, gender, class and authority relationships;
 - exercising the fundamentals of active listening, dialogue and consensus communication;
 - being able to fit local customs, values, rights, interests and norms into the context of legal and international conventions; and
 - managing and delivering cross cultural training and induction.
4. Indigenous and land-connected peoples. Understanding the risks, threats and opportunities when working with land-connected and Indigenous peoples. Competency indicators include:
 - understanding the social nature of Indigenous recognition;
 - awareness of traditional and/or legal title and claims to land, water and other natural resources;
 - knowledge of frameworks of colonisation and national inclusion;
 - understanding the alienation that disconnection from land and waters can cause;
 - managing issues associated with competing claims for land, water and other resources;

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- understanding the role of Indigenous institutions and representative organisations;
 - understanding within Australian and NZ context the history of minerals sector engagement with Indigenous peoples and how it has changed over time, particularly in the past 20 years; and
 - knowledge of relevant national and international context, standards, guidance and laws, such as Free, Prior, Informed Consent (FPIC) and the UN Declaration on the Rights of Indigenous Peoples (UNDRIP).
5. Prevention and management of social risk and conflict. Identifying and managing social risks, impacts and conflict. Competency indicators include:
- being able to analyse the nature and causes of social and related business risk;
 - identifying conflicting interests and prohibitions between/within different community groups;
 - designing systems and action aimed at prevention, management, remediation, resolution and recompense;
 - designing and managing community concerns, complaints and grievance procedures;
 - participating in social incident investigation and mitigation;
 - conversant in active listening, restorative justice, mediation, dialogue and consensus building;
 - understanding particular issues associated with artisanal mining and how to manage them; and
 - knowing the importance of civil interface in emergency response procedures and situations.
6. Cultural heritage management. Identifying and managing the protection of cultural heritage values, rights and interests. Competency indicators include:
- recognising the diverse forms of tangible and intangible cultural heritage values and their interaction;
 - understanding the roles and relationship of archaeology and anthropology in assessing different heritage values, potential impacts upon them and associated business risks;
 - designing and implementing of cultural heritage management systems;
 - developing cultural heritage protection approaches with the involvement of communities and stakeholders;
 - designing mitigation procedures that avoid and minimise potential cultural heritage impacts (e.g. work clearance and chance finds procedures);
 - integrating cultural heritage considerations, risks, protection procedures and penalties into operational practice;
 - designing approaches and programs aimed at cultural heritage enhancement; and
 - working with cultural heritage custodians to identify the limits of acceptable cultural change.

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7. Local level agreements (LLA). Managing the negotiation and implementation of LLA in various business, land use, recreational, cultural and jurisdictional contexts, recognising that they apply across an entire enterprise with senior management accountability. Competency indicators include being able to:
 - identify formal and informal land, water and other natural resource tenure;
 - work with relevant groups to negotiate agreement, in the form of formal contracts which impact the whole of the business, on access to these resources;
 - design ‘fit for purpose’ LLA, ranging from simple MoU to comprehensive legal agreements;
 - understand and achieve agreement on the difference between compensation and benefits;
 - build environmental rehabilitation and post-closure options in LLA;
 - achieve mutual accountability frameworks for management of social impacts and commitments;
 - design and achieve institutional arrangements and governance structures for durable LLA; and
 - set up monitoring and evaluation of LLA and contained commitments.

8. Resettlement and population movement. Identifying and managing the risks associated with population movements arising from natural resource exploration, development and closure. Competency indicators include:
 - understanding in-migration, resettlement and/or the economic displacement of people and their livelihoods;
 - being able to identify existing, emerging and latent socio-economic drivers of migration;
 - knowledge of resettlement, economic displacement and in-migration mitigation approaches;
 - the ability to align restorative mitigation with resource and asset development schedules;
 - understanding gender, age, ethnic and other social identity considerations;
 - preparing resettlement and economic displacement action plans (RAP); and
 - designing RAP monitoring, evaluation and close-out criteria.

9. Local and regional development. Understanding the negative impacts and positive influence that natural resource development can have in a region and advise how to leverage this for business and affected community benefit. Competency indicators include understanding:
 - the fundamentals of local and regional economic development;
 - economic studies, such as Economic Value Added (EVA) and Input-Output analysis;
 - understanding the respective roles of communities, business, government, NGO’s and philanthropy;
 - mutual benefit of shared infrastructure (e.g. roads, airports and emergency services), and

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- applying participatory and partnership approaches that necessarily involve governments, community groups and specialist agencies having different resources and skills, mutual commitments, accountability and reciprocity.
10. Management, monitoring and evaluation of social projects. Identifying, selecting and effectively managing business-supported social projects. Competency indicators include:
- designing business strategy, cost/benefit analysis, control and assurance of social projects;
 - building sustainable partnerships that include capacity development, respective resource inputs and value alignment;
 - being able to monitor and evaluate social project viability, risks, progress and outcomes;
 - designing quantitative and qualitative performance indicators (e.g. education, health and economic metrics);
 - ensuring the involvement of affected communities and other appropriate organisations; and
 - understanding different governance structures (e.g. trusts, foundations, managed funds).
11. Local employment and workforce development. In conjunction with human resources, operations functions and community representatives, designing processes for improving local employability and employment and brokering this within the business. Competency indicators include:
- designing appropriate and effective methods for training local people to be work-ready;
 - knowing how to identify, recruit, select and employ suitable local people;
 - ensuring selection processes and criteria match business and community needs;
 - reviewing performance and reporting on measures to community on a regular basis;
 - mitigating the potential impact on family life, gender relationships and other local norms; and
 - understanding how to expand local employment opportunities through contractor activities.
12. Local enterprise facilitation and development. In conjunction with procurement, other functions and community representatives, facilitating the development of local/regional small and medium enterprises (SME). Competency indicators include:
- understanding approaches and methods to identify local entrepreneurs and SME opportunities;
 - designing business processes for sourcing of local goods and services including optimal invoicing arrangements;
 - being able to foster SME development programs, business incubators and advisory services;
 - brokering SME development partnerships with government, civil society and other enterprises;
 - understanding the principles of micro-financing and other SME funding models; and

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- monitoring performance outcomes and reporting these internally and externally.

The following Areas of Practice descriptors relate to systemic requirements in the minerals sector and can apply to Environment and Social Performance (ESP) and other professional disciplines.

13. *Mining enterprise management systems.* Familiarity with enterprise governance and management systems and using these in the course of ESP work to create business value. Competency indicators include:

- understanding overarching business context, needs and strategies, and positioning ESP accordingly;
- using risk and materiality assessments to appropriately position ESP factors in risk registers;
- managing ESP matters in a way that considers why and how external stakeholders interact with mining enterprises and ensures that interactions add value to them and the enterprises;
- positioning ESP in an organisational context, particularly within the Health Safety and Environment Human Resources, Finance, Operations, Risk, Internal Audit, Communication, Government and Public Relations functions.
- managing ESP through an enterprise's existing systems and tools, such as change management approaches, budgeting tools and lean boards;
- ensuring community and stakeholder feedback is adequately recorded and understood within and across an enterprise;
- establishing ESP accountability in enterprise management frameworks and business practice;
- ensuring ESP compliance and performance consequences are accurately understood and factored in enterprise internal audit/assurance processes; and
- developing and embedding ESP metrics into business improvement, compliance and reporting.

14. *Multi-lateral and financial institutions standards.* Managing ESP matters to achieve business compliance with government and other external ESP policies, standards and guidelines. Competency indicators include working knowledge and application of:

- context-specific jurisdictional statutory, regulatory and policy requirements;
- relevant United Nations (UN) and International Labour Organisation (ILO) and other declarations, such as the UN Guiding Principles on Business and Human Rights, the UN Declaration on the Rights of Indigenous Peoples and the Voluntary Principles on Security and Human Rights;
- International Finance Corporation (IFC) and similar Performance Standards;
- Equator Bank and other relevant principles, codes of conduct and good practice;
- Extractive Industries Transparency Initiative (EITI) and the Global Reporting Initiative (GRI);

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- OECD Due Diligence Guidance for Responsible Business Conduct;
 - relevant management certification standards (e.g. ISO 14001 and ISO 26000); and
 - adequately positioning and managing ESP practice, governance and reporting to help secure financing.
15. Sustainable Development principles. Understanding the history of Sustainable Development (SD), evolving Sustainability expectations and how this relates to business Environment-Social-Governance (ESG) performance, metrics and reporting. Competency indicators include working knowledge and application of:
- the economic, social, environmental and governance aspects of Sustainable Development;
 - concepts like intergenerational equity, materiality and natural and social capital fungibility;
 - ESP in Sustainability Standards Accounting Board approaches;
 - sustainable supply chain assessments;
 - extractive sector ESP alignment with the UN Sustainable Development Goals (SDGs);
 - International Council for Mining and Metals (ICMM) 10 Principles;
 - ICMM Sustainable Development Framework and Assurance Standard
 - ESP factors in stock exchange sustainability indices and reporting; and
 - ESP in annual sustainability reporting consistent with the Global Reporting Initiative (GRI).
16. Workplace and community health, safety and security. Aligning and managing ESP work within a safety-oriented culture and enterprise health, safety and security systems, including mental health considerations.. Competency indicators include:
- contributing to workplace, supply chain and community health, safety and security risk assessments;
 - contributing to workplace, supply chain and community hazard identification and mitigation;
 - familiarity and compliance with health, safety and security controls;
 - effectively monitoring of ESP-related health, safety and security matters; and
 - ability to participate in root cause analysis of ESP-related health and safety incidents.