Australian Government

Department of Education, Employment and Workplace Relations

BSBFLM506A Manage workplace information systems

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

BSBFLM506A Manage workplace information systems

Modification History

Not applicable.

Unit Descriptor

This unit is equivalent to the original unit BSXFMI506A Manage workplace information. Frontline management is an important creator and manager of information. Their competency in identifying, acquiring, analysing and using appropriate information plays a significant part in the efficiency and effectiveness of the individual's/team's/organisation's performance. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.
Consider co-assessment with BSBFLM502A Provide leadership in the workplace, BSBFLM505A Manage operational plan, BSBFLM507A Manage quality customer service, BSBMGT505A Ensure a safe workplace, and BSBFLM509A Promote continuous improvement.
This unit is equivalent to the original unit BSXFMI506A Manage workplace information. Frontline management is an important creator and manager of information. Their competency in identifying, acquiring, analysing and using appropriate information plays a significant part in the efficiency and effectiveness of the individual's/team's/organisation's performance. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.
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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

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Element		Performance Criteria	
1	Identify and source information needs	1.1	The information needs of teams is determined and the sources are identified
		1.2	Information held by the organisation is acquired and reviewed to determine suitability and accessibility
		1.3	Plans are prepared to obtain information which is not available/accessible within the organisation
2	Collect, analyse and report information	2.1	Collection of information is timely and relevant to the needs of teams
		2.2	Information is in a format suitable for analysis, interpretation and dissemination
		2.3	Information is analysed to identify and report relevant trends and developments in terms of the needs for which it was acquired
3	Use management information systems	3.1	Management information systems are used effectively to store and retrieve data for decision making
		3.2	Technology available in the work area is used to manage information effectively
		3.3	Recommendations for improving the information system are submitted to designated persons/groups

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4	Prepare business plan/budgets	4.1	Teams are involved in business plans and/or budget preparation in a way which uses their contribution effectively and gains their support for the outcomes
		4.2	Business plans and/or budgets are prepared and presented in accordance with the organisation's guidelines and requirements
		4.3	Contingency plans are prepared in the event that alternative action is required
5	Prepare resource proposals	5.1	Resource planning data is collected in consultation with colleagues, including those who have a specialist role in resource management
		5.2	Estimates of resource needs and use reflects the organisation's business plans, and customer and supplier requirements
		5.3	Proposals to secure resources are supported by clearly presented submissions describing realistic options, benefits, costs and outcomes

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

Accesses, uses and communicates workplace information

Provides feedback on how to improve the management information system

Researches and prepares financial and resource plans/proposals

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

Underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard

Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

The principles and techniques of:

  workplace information systems

  business plans/budgets

  resource proposals

The basic financial concepts in business plans/budgets

The methods to gain efficiencies in resource management

Underpinning Skills

Functional literacy skills to access and use workplace information

Communication skills including information collection, analysis and interpretation and reporting

Identifying information requirements of the team

Managing information to achieve goals and results

Researching information

Improving information usage in decision making

Preparing information in a format for use by colleagues

Using coaching and mentoring skills to provide support to colleagues

Accessing technology to extract/input information

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

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Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels at the end of this unit

Key Competency Levels

Collecting, **analysing and organising information** (Level 2)- to contribute to the team's information needs

Communicating ideas and information (Level 2)- with individuals and members of work team

Planning and organising activities (Level 3) - use of the management information system

Working with teams and others (Level 3) - to collect and prepare budget information

Using mathematical ideas and techniques (Level 2) - to make budget calculations

Solving problems (Level 3)- to access information not available in the organisation

Using technology (Level 2)- to assist the management of information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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Using technology (Level 2)- to assist the management of information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, **codes and national standards relevant to the workplace which may include**:

award and enterprise agreements and relevant industrial instruments

relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

At AQF level 5, **frontline management will normally be engaged in a workplace context where they**:

engage in tactical and operational planning within the organisation's strategic plans. For example, prepares an annual tactical plan for a department

take responsibility for own outputs in relation to broad quantity and quality parameters. For example, evaluates own annual performance against personal work plans and the organisation's standards

take limited responsibility for the achievement of group outcomes. For example, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy

demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas. For example, understands in depth the principles and techniques of performance management

transfer and apply theoretical concepts and/or technical or creative skills to a range of situations. For example, researches, negotiates and establishes protocols for customer service for the department

analyse and plan approaches to technical problems or management requirements. For example, given the work team's inability to achieve planned outcomes/outputs, analyses the team's performance and develops strategies with the team to rectify the situation

evaluate information using it to forecast for planning or research purposes. For example, the organisation's goals and strategic and tactical plans are analysed in preparation for the preparation of the department's annual operational plan

Frontline management at this level normally operate in a relatively diverse and complex workplace environment in which they use the organisation's:

goals, objectives, plans, systems and processes

quality and continuous improvement processes and standards

access and equity principles and practice

business and performance plans

resources, which may be subject to negotiation

ethical standards

They may use legislation, **codes and national standards relevant to the workplace including**:

award and enterprise agreements

commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety

industry codes of practice

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Information may be
available in writing or verbally, held in computer or in manual systems, available internally or externally

Technology will be
that readily available in the workplace and be appropriate to frontline management's roles and responsibilities

Designated persons/groups includes
those who have the authority to make decisions and/or recommendations about information systems

Resources may include
for example, people, power/energy, information, finance, buildings/facilities, equipment, technology, time

Colleagues may include
team members, employees at the same level or more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds. This will normally be a wider group of contacts than at AQF level 4

OHS considerations may include:
provision of information about OHS and the organisation's OHS policies, procedures and programs
inclusion of OHS in business plans
resource proposals address OHS

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Unit Sector(s)

Not applicable.