



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **BSBADM504B Plan or review administrative systems**

**Revision Number: 1**

## BSBADM504B Plan or review administrative systems

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required to plan or review the requirements of effective administration systems and procedures for implementing, monitoring and reviewing the system.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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### Application of the Unit

<b>Application of the unit</b>	<p>This unit applies to individuals employed in a range of work environments who are required to plan or review administrative systems. They may work as senior administrative staff or may have been delegated responsibility for planning or reviewing administrative systems.</p>
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan or review administration systems	<p>1.1. Identify <b>requirements</b> of, or modifications to, <b>administration system</b> through consultation with <b>system users</b> and other stakeholders in accordance with organisational and budgetary requirements</p> <p>1.2. Obtain quotations from <b>suppliers/developers</b> of system in accordance with organisational policy and procedures</p> <p>1.3. Make selection of supplier or developer in accordance with organisational policy and procedures</p>
2. Implement new or modified administration system	<p>2.1. Identify and develop <b>implementation strategies</b> in consultation with staff</p> <p>2.2. Encourage staff to participate in all stages of the implementation process</p> <p>2.3. Implement system in accordance with organisational requirements</p> <p>2.4. Define and <b>communicate</b> procedures for using the system to staff</p> <p>2.5. Provide <b>training and support for staff</b> on the use of the new or modified system</p> <p>2.6. Deal with <b>contingencies</b> to ensure minimal impact on users</p>
3. Monitor administration system	<p>3.1. <b>Monitor</b> system for usage, <b>security</b> and output in accordance with organisational requirements</p> <p>3.2. Modify system to meet <b>changing needs</b> in accordance with organisational requirements</p> <p>3.3. Clearly identify <b>further modifications</b> and notify users</p> <p>3.4. <b>Monitor staff training needs</b> and train new staff on administration system</p>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- communication skills to recommend alternative ways of completing tasks, to discuss changes in routines and procedures, and to monitor and define objectives
- literacy skills to write detailed procedural text, including alternative courses of action
- planning and organising skills to implement system smoothly with a minimum of disruption, to anticipate modifications, to plan system overhauls and to allow sufficient time for training
- problem-solving skills to choose appropriate solutions from a range of possible solutions, to use processes flexibly and interchangeably, and to anticipate problems and modify systems accordingly
- research skills to assemble evidence and to evaluate information for accuracy and relevance.

#### Required knowledge

- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - copyright
  - occupational health and safety
- organisational policies and procedures relating to the tasks required.

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- documenting requirements or modifications to administration system
- developing appropriate activities to support system implementation
- working with staff to identify system improvements.

#### Context of and specific resources for assessment

Assessment must ensure:

- access to organisational policy and procedure manuals, reference materials and appropriate equipment.

#### Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of authenticated documents from the workplace or training environment
- demonstration of techniques.

#### Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- other general administration units.

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

System <b><i>requirements</i></b> may include:	<ul style="list-style-type: none"> <li>• components of the system</li> <li>• number and type of users</li> <li>• organisation/staff requirements</li> <li>• purpose and nature of system</li> <li>• purpose and nature of organisation</li> <li>• size of system</li> <li>• skills of existing staff</li> <li>• staff training needs</li> <li>• type of system</li> <li>• work practices</li> </ul>
<b><i>Administration system</i></b> may include:	<ul style="list-style-type: none"> <li>• electronic system</li> <li>• paper-based system</li> </ul>
<b><i>System users</i></b> may include:	<ul style="list-style-type: none"> <li>• casual personnel</li> <li>• external clients</li> <li>• organisation's personnel</li> </ul>
<b><i>Suppliers/developers</i></b> may include:	<ul style="list-style-type: none"> <li>• administration system consultants</li> <li>• computer/software suppliers</li> <li>• efficiency consultants</li> <li>• equipment suppliers</li> <li>• information technology technicians</li> <li>• information technology trainers</li> <li>• internal staff/clients</li> <li>• office equipment suppliers</li> </ul>
<b><i>Implementation strategies</i></b> may include:	<ul style="list-style-type: none"> <li>• boosting staff confidence</li> <li>• change management strategies</li> <li>• changing team/organisational culture</li> <li>• ensuring system functions correctly</li> <li>• external consultants</li> <li>• informing relevant persons</li> <li>• modifying system</li> <li>• providing staff training/information sessions</li> <li>• re-defining staff roles</li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• re-distributing office tasks</li> <li>• team goal setting</li> <li>• temporary reduction of workload</li> <li>• testing</li> <li>• trialling</li> </ul>
<i>Communicating</i> procedures may include:	<ul style="list-style-type: none"> <li>• email messages</li> <li>• facsimile messages</li> <li>• internal newsletter</li> <li>• meetings</li> <li>• office memorandum</li> <li>• photocopied instructions</li> <li>• professional development time</li> <li>• training days</li> </ul>
<i>Training and support for staff</i> may include:	<ul style="list-style-type: none"> <li>• coach, mentor and/or buddy systems</li> <li>• online tutorials</li> <li>• on-the-job trainers</li> <li>• professional development</li> <li>• skills assessment</li> <li>• training handbooks</li> <li>• videos</li> </ul>
<i>Contingencies</i> may include:	<ul style="list-style-type: none"> <li>• loss of staff confidence</li> <li>• need for additional training</li> <li>• need to modify system</li> <li>• temporary reduction of work output</li> </ul>
<i>Monitoring</i> of system may include:	<ul style="list-style-type: none"> <li>• extra administrative support and back-up</li> <li>• feedback from internal/external client/s</li> <li>• observation by trained technician/s</li> <li>• utilising monitoring tools and processes</li> </ul>
<i>Security</i> may include:	<ul style="list-style-type: none"> <li>• confidentiality agreements</li> <li>• passwords</li> <li>• safeguards against computer viruses</li> </ul>
<i>Changing needs</i> may include:	<ul style="list-style-type: none"> <li>• change in the nature and purpose of the system/organisation</li> <li>• change in user requirements</li> <li>• growth or decline in system size</li> <li>• technological advances in administration systems</li> </ul>
<i>Further modifications</i> may relate to:	<ul style="list-style-type: none"> <li>• additional equipment, training</li> <li>• negotiation of timeframes for system</li> </ul>



<b>RANGE STATEMENT</b>	
	implementation <ul style="list-style-type: none"> <li>• redefinition of administrative roles and duties</li> <li>• specialised software</li> </ul>
<i>Monitoring staff training needs</i> may include:	<ul style="list-style-type: none"> <li>• ongoing assessment of staff skills</li> <li>• ongoing feedback opportunities</li> <li>• providing professional development opportunities</li> </ul>

## Unit Sector(s)

<b>Unit sector</b>	
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## Competency field

<b>Competency field</b>	Administration - General Administration
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## Co-requisite units

<b>Co-requisite units</b>		